



National Emergency Training Center

2006-2007

Training Catalog

Catalog of Courses for the National Fire Academy



Homeland
Security



HUMAN DIGNITY STATEMENT

The uniqueness of all individuals attending DHS conducted or sponsored training is recognized, as well as their diversity, which can be a resource that enriches the learning environment through sharing of differing perspectives. An equal learning opportunity is provided to all course participants. This is supported by:

- ensuring equal opportunity to all students, employees, and contractors;
- prohibiting all discrimination and harassment;
- supporting affirmative employment policies and practices on behalf of minorities, women, and persons with disabilities;
- encouraging students, staff, and contractors to communicate and behave in a manner which is sensitive to, and acknowledges the viewpoints of others;
- regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences, and ideas;
- removing barriers to teamwork through collaboration, problem-solving, and the constructive resolution of conflicts; and
- continuing to identify and eliminate barriers to training, employment, and advancement of minorities, women, and persons with disabilities.

Participants, instructors, and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus.

Welcome to the U.S. Fire Administration's (USFA) 2006-2007 Training Catalog.

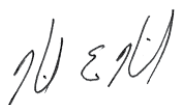
You have just opened a file that promises to provide you with a wealth of information. How you use this information is up to you!

This catalog includes the National Fire Academy's 2006-2007 course delivery details. You'll find the course schedule, detailed course descriptions and student selection criteria, as well as the steps you'll need to follow to apply.

We'd like to draw specific attention to several new 6-day course offerings. We've taken a number of our current 2-week courses and made appropriate adjustments to offer them as 6-day courses. You'll see these identified on the course schedule within the curriculum areas as 'New 6-day Pilot'. We continue to strive to maximize your learning experience while minimizing your time away from home. Keep an eye on the USFA Web site at www.usfa.fema.gov for more detailed information, including application time frames for these new 6-day pilot offerings.

We look forward to your participation in our upcoming programs and thank you for taking the time to peruse our catalog.

Sincerely,



Dr. Kirby Kiefer
Deputy Superintendent
National Fire Academy



Dr. Denis Onieal
Superintendent
National Fire Academy



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WELCOME TO THE NATIONAL EMERGENCY TRAINING CENTER

The National Emergency Training Center (NETC) in Emmitsburg, Maryland offers the finest in educational resources. The 107-acre campus houses the U.S. Fire Administration's **National Fire Academy**. The campus is located 12 miles south of Gettysburg, Pennsylvania, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, Maryland.

The campus is fully equipped with air-conditioned classrooms, lodging for students, a Learning Resource Center, a Publications Center, and dining and recreational facilities. There are also several specialized facilities, such as the Arson Burn Laboratory, Fire Prevention Laboratory, Simulation and Exercise Laboratory, a television studio, and four computer laboratories that are integral to the instruction of many courses.

The U.S. Fire Administration's **National Fire Academy** (NFA) is part of the Department of Homeland Security's Preparedness Directorate. The NFA promotes the professional development of the fire and emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the NFA delivers educational and training courses having a national focus. **National Fire Academy course information begins on page 13.**

The following pages describe some of the specialized facilities housed on the NETC campus.

The Learning Resource Center

The Learning Resource Center (LRC) is the campus library for participants attending the NFA, EMI, and other training and education programs delivered at the NETC. The LRC provides current information and resources on fire and emergency management subjects. With its collection of more than 100,000 books, reports, periodicals, and audiovisual materials, the LRC facilitates and supports student and faculty research and supplements classroom lectures and course materials.

The LRC routinely supplies answers to simple requests--such as an organization's telephone number and address, a publication's source and price, etc. In response to more complex subject inquiries, the LRC staff will conduct literature searches, compile bibliographies, and, depending on copyright restrictions, provide documentation in the form of reports and articles.

The LRC is closed to the general public. Only NETC personnel, faculty, and students may visit the LRC and borrow material. However, via interlibrary loan (www.lrc.fema.gov/lrcwebillinfo.html) through local libraries, the general public can access most of the LRC's collection. Additionally, the LRC's Online Card Catalog is available to the public for searching at www.lrc.fema.gov.

When classes are in session the LRC's regular schedule of hours is Monday through Thursday, 8:30 a.m. to 9 p.m. and Friday 8:30 a.m. to 5 p.m. EST/EDT. Specifically in support of the NETC curriculum, the LRC is open some weekends and evenings. Please call ahead when visiting the LRC at these times.

Contact the LRC at:
National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727
1-800-638-1821
301-447-1030
301-447-3217 (fax)
netclrc@dhs.gov (e-mail)
www.lrc.fema.gov (online card catalog)



You may order our publications in the following ways:

Web: <http://www.usfa.fema.gov/applications/publications>
Telephone: 1-800-561-3356 or 301-447-1189
(7:30 a.m. to 5 p.m. EST/EDT)
FAX: 301-447-1213
E-mail: fema-usfapubs@dhs.gov
Mail: United States Fire Administration
Publications Center
Building I Room 120
16825 South Seton Avenue
Emmitsburg, MD 21727

The majority of our publications may be reproduced locally if additional copies are required. Digital artwork to facilitate reproduction of public education materials at the local level is available upon request. To find out if a publication may be reproduced, please call our Publications Center. In addition, many publications may be downloaded from our Web site.

The Campus

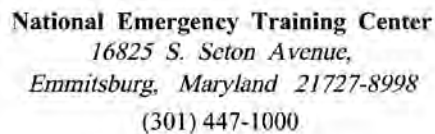
A map of the campus appears on the next page, followed by a description of each of the buildings.

The Publications Center

Firefighters and other first responders face a continually growing number of job responsibilities and hazards. In an effort to assist fire and emergency services departments in meeting these responsibilities and protecting personnel, the USFA Publications Center provides information resources in many formats, including books, technical reports, kits, videos, CD-ROM's, and PREPnet (EENET) broadcasts on DVD free of charge (some quantity restrictions apply).

USFA also provides user-friendly fire safety education program materials for the public, addressing such subjects as smoke alarm maintenance, basic characteristics of fire, residential fire prevention, college fire safety, and the increased risk of fire deaths and injuries to children, senior citizens, and the disabled.





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National Emergency Training Center

St. Joseph's College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a four-year liberal arts college for women. In 1981, the facility was entered into the Federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (which includes the National Fire Academy), the Emergency Management Institute, and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on October 4, 1981, and in October 1990 Congress designated it as the **National Fallen Firefighters Memorial**. It is a memorial to firefighters who lost their lives in the line of duty.

Building A--A 3-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B--Student Center, built in 1956, the location of a game room, pub, and recreational activities. A large picture window overlooks the scenic Catoctin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 217 dormitory rooms. (F)

Building D--Built in 1926 and renovated in 1965 and 1995, it is a 3-story brick structure that has the charm of the old architecture. It consists of 65 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E--Built in 1926 and renovated in 1966 and 1993, it is occupied by Field Personnel, NETC Procurement and Budget offices, Computer Support personnel, the PREPNET TV studio and the PREPNET staff on the 2nd and 3rd floors. (F)

Building F--Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G--Built in 1948, and renovated in 1984 and 2001 to accommodate staff of the National Fire Data Center and National Fire Programs Divisions. (G)

Building H--Built in 1923 and renovated in 1993 it houses the National Fire Academy offices, a fully equipped gymnasium, weight room, and an indoor swimming pool. (F)

Building I--Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility offices, Support Services Division offices, and the USFA Publications Center. (F)

Building J--Built in 1966, and renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses NFA and National Fire Programs Division staff. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K--Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The 3-story brick structure also contains a Dining Hall capable of seating 500 people, EMI Independent Study offices, and IEMC classrooms. (F)

Building L--Built in 1959, renovated in 1993, it consists of 42 dormitory rooms, a conference room, and houses staff of the National Fallen Firefighters Foundation. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and the EMI Computer Lab. (F)

Building N--Designed by the English-born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses staff of the United States Fire Administrator's office, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster altars and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

Building P--The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q--The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th Century Western Maryland construction. (F)

Building R--Built in 1948, renovated in 1993, located behind Building G, it serves as the USFA Fire Protection Laboratory. (F)

Building S--Renovated in 2001, this building is the new home of the Emergency Management Institute and National Fire Academy Simulation Laboratories. (F)

Building T--The old Milk House of the original St. Joseph's campus.

Building U--A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V--Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible 1st floor only N-Not accessible G-Ground Floor Accessible only
R-Restrooms not accessible

The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the National Fire Academy, has stood as the national symbol of honor to America's firefighters. In 1990, the U.S. Congress designated the monument as the "official national memorial to volunteer and career firefighters who die in the line of duty."

Congress established the nonprofit National Fallen Firefighters Foundation in 1992 to honor and remember America's fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Each October, a grateful Nation honors its fallen heroes during the National Fallen Firefighters Memorial Weekend. In partnership with the United States Fire Administration, the Foundation manages the Weekend events that celebrate the lives of these men and women. The Weekend will culminate in the 25th Annual National Fallen Firefighters Memorial Service on October 8, 2006.

The Foundation provides transportation, lodging, and meals for immediate survivors of fallen firefighters being honored. This helps survivors participate



in Family Day sessions conducted by trained grief counselors and attend the public tributes. Returning survivors help with program activities and participate in special events.

National Memorial Park

America's fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. A "Walk of Honor" now winds through the Park and contains over 4,500 inscribed bricks.

The National Fallen Firefighters Foundation

When a firefighter dies in the line of duty, the Foundation provides survivors with a place to turn. Families can receive emotional assistance through a Fire Service Survivors Network. This Network matches survivors with similar experiences and circumstances. This contact can be an important part of their healing. Families receive a quarterly newsletter and specialized grief resources. The Sarbanes Scholarship Program provides assistance with education and job training costs for spouses, children, and stepchildren of firefighters honored at the Memorial. In 2005, 92 survivors received scholarship awards.

Under a Department of Justice grant, the Foundation offers regional training sessions to help fire departments handle a line-of-duty death. Departments can receive resources and support through the Foundation. Immediately after a death, a Chief-to-Chief Network provides professional and personal support from another chief who "has been there."



After the World Trade Center tragedy, the Foundation coordinated resources from across the country to provide logistic and peer support to FDNY's Counseling Services Unit. The Foundation continues to provide support to the Counseling Services Unit as well as long-term emotional support for the fallen firefighters' families.

In partnership with the U.S. Fire Administration, the Foundation launched the "Firefighter Life Safety Initiatives" program in 2004. This program is aimed at reducing the number of firefighter fatalities by 25 percent in 5 years and by 50 percent in 10 years. Three minisummits to gather information from the fire service have been conducted, and the State of Pennsylvania has held 40 "Courage to be Safe" programs across the State. The program will expand to other States in 2006. The Web site: www.everyonegoeshome.com provides information about this program.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

P.O. Drawer 498
Emmitsburg, Maryland 21727
E-mail: firehero@firehero.org
Phone: 301-447-1365

The National Civil Defense/ Emergency Management Monument

On November 13, 1999, President Clinton signed a bill (HR 348/PL 106-103) that granted authority to the National Civil Defense Monument Commission to construct a monument at FEMA's National Emergency Training Center in Emmitsburg, Maryland.

The purpose of the monument is to honor the thousands of Civil Defense and Emergency Management professionals and volunteers who have worked hard and faithfully to protect the public from both man-

made and natural hazards. This monument particularly recognizes the numerous military and civilian volunteers and professionals who have gone beyond the normal call of duty to save lives and alleviate suffering in times of crises. The monument serves as an enduring reminder of the heartfelt thanks that a multitude of people feel whenever they remember those who have selflessly served them or their loved ones in times of great need.

The centerpiece of the monument is a 15-ton block of polished white Vermont granite, shaped as a three-sided pyramid, representative of the Federal, State, and local governments and their efforts in working together to accomplish a joint mission. The triangular base is 5 feet on each side, rising to 15 feet in height. The pinnacle of the monument is capped with a large, bronze American eagle, sculpted by the world-renowned sculptor, Lorenzo Ghiglieri. The base is encircled by a stone and concrete plaza with appropriately inscribed bronze State plaques embedded in concrete, surrounded by a circle of State flags. A brick wall rises approximately 3 feet in height on the back or south side of the plaza. Near the edge of the plaza are two bronze plaques bearing the names of advocates and members of the Monument Commission.

The monument was dedicated on April 6, 2002. The Commission plans to hold an annual memorial service to pay tribute to those who have given to their fellow citizens by mitigating the potential losses



from emergency situations, for those who have responded to emergencies, and to the professionals and our elected officials who strive to improve the methods of handling emergencies.

General Course Attendance Information

ELIGIBILITY: To take a National Fire Academy (NFA) or Emergency Management Institute (EMI) course, applicants must meet the selection criteria and prerequisites specified for each course. As a rule, participants may not take the same course more than once.

The NETC is an equal opportunity campus. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in its admissions and student-related policies and procedures. NETC actively encourages all qualified minority and female candidates to apply for all courses.

APPLICATION PROCEDURES: Application procedures vary with the different programs. Each section of the catalog has specific application requirements listed, along with the program or course description.

Both NFA and EMI use a national enrollment system of two semesters with a prescribed application period for each semester.

Open Application Period	For Courses Beginning
May 1 to June 30, 2006	Oct. 1, 2006 to March 31, 2007
Nov. 1 to Dec. 31, 2006	April 1 to Sep. 30, 2007

Only the February 2004 or later version of General Admissions Application FEMA Form 75-5 will be accepted. All other versions will be returned to the applicant. An application is provided in the back of this catalog and may be photocopied. Incomplete applications will be returned to the applicant. Applications must be postmarked during the Open

Application Period as indicated above. Completed applications should be sent to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727

The most recent version of FEMA Form 75-5 can be downloaded from the Internet at: <http://www.usfa.fema.gov/training/nfa/about/attend/nfa-abt1c.shtm>

General admissions questions can be directed to the NETC Admissions Office at: 1-800-238-3358, ext. 1035; 301-447-1035; or via e-mail to: NETC-Admissions@dhs.gov

TRAVEL PLANNING: Applicants must not make travel plans prior to receiving an official acceptance package from the NETC Admissions Office. Acceptance packages contain important travel information for the specific classes.

LODGING: All lodging rooms are nonsmoking rooms and are randomly assigned prior to your arrival. Because of the random assignments of rooms, classmates may not be lodged together. If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room. However, if you have a disability and require special accommodations, please note those accommodations on your application. If you are required to pay for your lodging, you may do so by cash, personal check, traveler's check, and credit card (MasterCard, Visa, American Express, and Discover).

FOOD SERVICE: There is an on-campus dining facility. The meal charge will be identified in all acceptance letters and will include costs for three meals per day beginning with dinner on the day preceding the course start date and extending through lunch on the last day of the course, plus morning and afternoon breaks. Meals may be paid for with cash, traveler's check, purchase order, credit card (MasterCard or Visa) or by advance payment. There are no refunds for meals missed. All participants

residing on campus must purchase a meal ticket. Any participant who does not purchase a meal ticket must move off campus for the duration of the course at his/her own personal expense. Participants staying off campus must pay for morning and afternoon breaks.

SECURITY: Due to increased security precautions, students should bring two photo ID's to campus. **PLEASE HAVE THEM WITH YOU, NOT IN YOUR BAGGAGE!** If you do not have the photo ID's, you will not be permitted on campus. Security checks will delay your registration at the NETC.

If you are a student from a foreign country, please be prepared to show your passport or visa at registration.

FIREARMS: Prohibited on Campus! Due to heightened security requirements, please understand that security and law enforcement personnel may search you, your vehicle, or your luggage. Maryland law is very narrow in its definition of Law Enforcement Officers who may carry firearms. For your own pro-

tection, and to expedite your processing into the NETC, **do not bring weapons of any kind to campus.** Weapons include knives with blades longer than 3 inches, machete, bow and arrows, ammunition, rifles, shotguns, pistols, etc. Sworn/Commissioned and State POST certified officers, and Federal officers, or local officers with concurrent jurisdiction who require a firearm for the performance of **required official duties** must obtain an exception from the Director of Support Services **prior** to arrival on campus. If you do arrive at NETC with weapons of any kind without prior approval, your entry to campus will be significantly delayed.

ALCOHOLIC BEVERAGES: Consumption of alcoholic beverages is limited to the Pub and Log Cabin. **Alcohol is not allowed in lodging rooms or vehicles, and will be confiscated.** If you arrive at NETC with, or are attempting to bring alcohol on campus, your entry to campus could be significantly delayed.



REGISTRATION: Upon arrival, students must report to Building C to obtain room assignments and key cards. Students may be lodged a distance from the registration building; for this reason we recommend luggage with wheels. Picture identification is required at registration and for entry to campus.

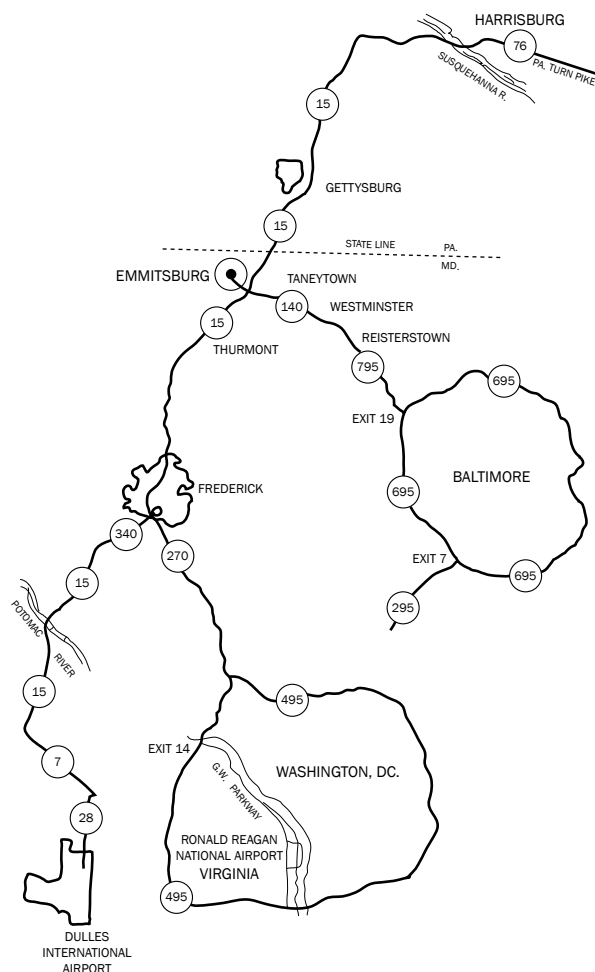
TRANSPORTATION AND PARKING: Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the course ends. Specific travel information relative to each course will be included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at 301-447-1113 at least 2 weeks in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12:30 p.m. the day before class begins. Departure is any time after graduation, which, except for selected courses, is concluded by 9 a.m. the last day of class.

Directions to NETC:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.

- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Philadelphia and East:** Pennsylvania Turnpike west to Harrisburg, Exit 236 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Pittsburgh and West:** Pennsylvania Turnpike east to Harrisburg, Exit 236 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Herndon, Virginia (Dulles Airport):** Turn left onto Route 28 (turns into Route 7). Take Route 7 west to Route 15. At Leesburg, Virginia, take Route 15 North to Frederick, Maryland. Continue on Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.





National Fire Academy



NATIONAL FIRE ACADEMY
16825 South Seton Avenue
Emmitsburg, Maryland 21727
Phone: 301-447-1000 • 1-800-238-3358
Fax: 301-447-1441 (Admissions)
<http://www.usfa.fema.gov>



The United States Fire Administration

The Department of Homeland Security's (DHS's) U.S. Fire Administration (USFA) serves as the Agency's fire protection and emergency response community expert. It is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland. USFA administers, coordinates, directs, and controls fire prevention, mitigation, and response activities, and provides training and education programs to the Nation's fire service and allied professions.

This is accomplished through the following USFA offices:

The **NETC Management Operations and Support Services** manages, operates, and maintains the NETC in an efficient and effective manner providing administrative, operational, and emergency services in support of the program activities and special groups at the NETC.

The **National Fire Programs** oversee the development of programs that increase the capacity of the fire protection community and the public to prevent and mitigate and/or respond to the consequences of local emergencies, and that strengthen and support other emergency and disaster response elements.

The **National Fire Data Center** manages a program of collection, analysis, publication, dissemination, and marketing of data and information in order to provide an accurate analysis of the Nation's fire problem. The National Fire Data Center serves as USFA's primary source of reference, resource, and referral services on topics of fire and emergency management, prevention, and control through the Learning Resource Center (LRC), the USFA Web site, and USFA Publications Center. The National Fire Data Center manages USFA research efforts in fire detec-

tion, prevention, suppression, and first responder health, safety, and effectiveness.

The **National Fire Academy** (NFA) promotes the professional development of the fire and emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the NFA delivers educational and training courses having a national focus.

The National Fire Academy

Through its courses and programs, the NFA works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Maryland, and throughout the Nation in cooperation with State and local fire training organizations and local colleges and universities.

RESIDENTIAL DELIVERY: On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. NFA offers these courses and programs in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services, or fire-related emergency management activities is eligible to apply for Academy courses.

OFF-CAMPUS DELIVERY: Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus pro-



grams. To reach these students, the Academy offers courses through a distance delivery training system. NFA 2-day courses are available for delivery in States and local communities through the NFA's Direct Delivery Program. Students can attend select 1- and 2-week NFA courses within their geographical region through the Academy's off-campus, Regional Delivery Program. NFA offers support for off-campus deliveries of courses in the Hazardous Materials Curriculum through State and local fire training systems.

TECHNOLOGY-MEDIATED DISTANCE DELIVERY:

The NFA is taking advantage of technology in order to deliver training to our students. In order to maximize the number of students reached, we are using technology in the form of video, audio, computer, multimedia communications, or a combination of these with traditional delivery. Distribution of technology-mediated training is being facilitated using CD-ROM's, the Simulation Laboratory, and the Internet. For more information on this topic, visit www.usfa.fema.gov/training/nfa/independent

ENFRANCHISEMENT: States are viewed as partners with the NFA and, as such, may deliver 6-day and 2-day NFA courses in addition to the current deliveries available to them. States and the NFA work cooperatively to deliver Regional and Direct Delivery Programs. States have sole control and responsibility to deliver hand-off courses. Enfranchisement

establishes that State Fire Training Systems are the NFA in their State, with or without Federal funding. As such, State Fire Training Systems are enfranchised to deliver NFA courses using NFA instructors. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA residential certificates. More information on this program is available at www.usfa.fema.gov/training/nfa/sfte

ENDORSEMENT: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses needed, and subject matter or resource constraints. Endorsement recognizes that some State-developed courses are the equivalent of NFA courses in both quality and content. NFA and State Fire Training Systems have agreed upon a set of criteria and a process to have State-level courses endorsed as NFA courses. The States will manage the system for assessing courses submitted by individual States; essentially a peer review process using geographically distant States to perform the assessment. Once a course meets the established criteria, it becomes an NFA "endorsed" course. Endorsed courses are NFA courses delivered locally by local instructors. Students in NFA-endorsed courses may be registered in the NFA student database if the State training system provides the information and, if the State so desires, may receive NFA certificates. Endorsed courses will be available for distribution to other States that may not have adequate resources to develop a course. The process for exchange, costs, etc., is managed by the States involved. More information on this program is available at www.usfa.fema.gov/training/nfa/endorsed

HIGHER EDUCATION: For those interested in pursuing degrees, the Degrees at a Distance Program extends NFA's academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study. For more information on this program, please see the complete program description on pages 80-81.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the National Fire Academy. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine Academy programs, to determine whether these programs further the basic missions of the Academy; the adequacy of the facilities; and the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The Under Secretary for the Preparedness Directorate receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, fire prevention, education and training, fire control research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness. Current members of the Board of Visitors include

Dr. Robert S. Fleming

Professor, Rowan University
West Chester, Pennsylvania

Chief Art Cota

Shasta College Fire Department
Redding, California

Chief Warren McDaniels (Retired)

New Orleans, Louisiana

Captain Jack Reall

President, Columbus Firefighters Union
IAFF 67
Columbus, Ohio

Dr. Sandy Bogucki

Associate Professor
Section of Emergency Medicine
Yale University School of Medicine
New Haven, Connecticut

Ms. Helen Johnson,

Executive Director
State Firemen's and Fire Marshals'
Austin, Texas

Chief Donald Oliver

Wilson Fire/Rescue Services
Wilson, North Carolina

Mr. Gary Togle, Assistant Vice President

National Fire Association
Quincy, Massachusetts



National Fire Academy Course Attendance Information

ELIGIBILITY

Any person with substantial involvement in fire prevention and control, emergency medical services, fire-related emergency management activities, or allied professions is eligible to apply for NFA courses.

Applicants must meet the specific selection criteria for each course. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

APPLICATION PROCEDURES

The FY 2007 course schedule and General Admission Application (FEMA Form 75-5, dated Feb. 2004) for on-campus courses are contained in this catalog. General Admission Application forms also are available from FEMA Regional Offices, the NETC Office of Admissions, or they may be downloaded from the USFA Web site at www.usfa.fema.gov/training/nfa/about/attend/nfa-abt1c.shtm

Completed applications for on-campus courses must be sent to the following address during the appropriate application period:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

Stipend or application questions may be directed to the NETC Admissions Office at:

1-800-238-3358, ext. 1035 or
301-447-1035
FAX: 301-447-1441
E-mail: netc-admissions@dhs.gov

The Academy operates on a two-semester year with a separate application period for each semester.

Open Application Period	For Courses Beginning
May 1 to June 30, 2006	Oct. 1, 2006 to March 31, 2007
Nov. 1 to Dec. 31, 2006	April 1 to Sep. 30, 2007

Applications will not be considered if they are post-marked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.**

The Office of Admissions will notify students of the status of their applications approximately 60 days after the close of the application period. Information regarding applications will not be available prior to this time. Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities. See specific course descriptions for applicable courses. In addition, many of the on-campus classes use PowerPoint®, Microsoft® Excel, and Microsoft® Word during class assignments. Students should be familiar with these programs.

COSTS AND STIPENDS

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Currently, transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads, or State/local governments attending on-campus courses are provided as part of funding under the Student Stipend Reimbursement Program. Students from other countries, other Federal agencies, private industry, or contractors of State/local fire departments or government entities must pay their own transportation and lodging fees.

All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses. Incidental expenses may include items such as class picture, class shirts, and class donations.

Stipend reimbursement is limited to one trip for each student per fiscal year. Therefore, you will not be considered for another course during the same fiscal year without notifying us in advance that you understand that your second trip will be entirely at your expense. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If, for any reason, you do not purchase the 21-day ticket, your reimbursement will be limited up to the State ceiling as established by NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) Federal mileage allowance, or up to the State ceiling, whichever is less. POV mileage is subject to validation. Complete details will be provided in your course acceptance materials.

Reimbursement will be made by direct deposit to an account bearing the student's name, identified by the student. We request that each student provide a copy of a check (NOT a deposit slip). If appropriate bank information is not supplied, reimbursement shall be denied.

If you have questions about your eligibility to receive a stipend, please call 301-447-1035.

NFA POLICIES

CLASS ATTENDANCE AND CONDUCT: Students, instructors, and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends. Students must attend and participate in all class sessions and successfully complete the evaluation criteria to receive a certificate and stipend reimbursement.

DRESS CODE: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and that is appropriate

for both climate differences and classroom activities. Generally, the standard is business casual. NFA staff have the authority to make a determination that a student's attire may be inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable Attire for Classroom Settings

- **Males:** Shirts with collars, slacks, dress jeans, departmental uniforms, departmental T-Shirts, shoes and socks.
- **Females:** Dresses, blouses, slacks, capris, dress jeans, skirts, skorts, departmental uniforms, departmental T-Shirts, and shoes.

Acceptable Attire for Graduation

- **Males:** Suits, sports coats, dress shirts with ties or class shirts, dress slacks, or departmental dress uniforms.
- **Females:** Suits or dresses, blouses or class shirts with dress slacks or skirts, or departmental dress uniforms.

Shorts, tank tops, ball caps, etc., are not permitted in the classrooms or the auditorium. Bathing suits/trunks are not permitted outside the pool area. No mini skirts. Bare midriffs are not acceptable.

CANCELLATIONS: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a 2-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. Students who are accepted into a course offering should take their obligation to attend very seriously.

STUDENT FAILURE: A student who fails an NFA course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the Government; i.e., a second stipend will not be provided and the individual will be charged for on-campus lodging. This restriction will apply until the individual successfully completes an NFA on-campus course.

FOREIGN APPLICANTS

A very limited number of opportunities exist for non-U.S. citizens representing foreign organizations to attend NFA courses. Foreign citizens interested in applying should send applications to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
301-447-1035
FAX: 301-447-1441

Foreign applicants must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Applications from foreign students are not considered during the random selection process following each application period. After students have been



placed, if there are vacancies, foreign applicants are considered. Therefore, applications are accepted from foreign students throughout the course of the year. Placement for a requested date cannot be guaranteed. Please allow at least 2 months for processing application requests.

Foreign students may attend up to two course offerings at NFA per year, preferably in back-to-back courses. Please do not make any travel arrangements until you are notified in writing of your acceptance.

COMPUTER ACCESS

There are several options associated with computer access and use while you are attending the NFA:

- Some NFA courses require students to bring reports or to develop projects to be shared with the class. It is convenient to bring that information in an electronic format. NFA can support only CD-ROM, and 3-1/2" floppy storage. NFA classroom or lab computers cannot support any devices that use the USB Port. Students may not connect any key storage devices, pen drives, thumb drives, or external hard drives to government computers because they contain operating systems that can harbor viruses. CD ROM's and floppy disks do not have operating systems.
- Students have high-speed Internet access in all classroom building computers and the computer lab located in "D" dormitory. This access is provided through Federal government lines. Because of security concerns, students may not connect personal computers to the Federal government high-speed Internet.
- Students should be aware that there is no commercially available high-speed telephone, cable, or hi-fi connection available on the NFA campus. Because of security, remote location, area interference, and mountainous region, we do not anticipate that we will have high-speed access anytime in the near future. Access to a student's home or workplace email accounts from the NFA is possible in one of several ways:

1. A telephone jack is located in each room for dial-up access. Check with your Internet Service Provider (ISP) for local calling area access. Out-of-area ISP access will require credit card, third party, or collect billing for access from NETC. This access is at the usual dial-up 56k/33k baud rate. You should consider bringing a longer cord (10 feet) if you are bringing your laptop computer for use in your dorm room.
2. If your computer is equipped, you may be able to access your email accounts through your cell phone direct to your ISP home or work email.
3. Many ISP's now have their own Web pages. If your ISP does have a Web page, you may connect to it with a high-speed connection using classroom computers, and collect your email through the classroom computer. Please check with your ISP for further access information.
4. You may wish to consider opening a free email account (Hotmail, Yahoo, etc) and forwarding your home or work email to that free account. You can access that account through the high-speed connection in the classroom or computer lab. This will provide you with two-way high-speed email. Understand that many students choose this option and access demand is high.

COLLEGE CREDIT FOR NFA COURSES

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may contribute credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The American Council on Education/College Credit Recommendation Service (ACE/CCRS) annually reviews Academy courses and makes recommendations for credit equivalencies. ACE/CCRS reviews formal training developed outside colleges and uni-

versities and publishes its recommendations in *The National Guide to Educational Credit for Training Programs*, used by educational institutions throughout the country. Course descriptions include the ACE recommendation for credit hours, curricula, and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. At that time, the students who already have completed the course become eligible for credit for that course.

Upon written request, the NETC Office of Admissions will provide student transcripts to educational institutions at no cost to the student.

To obtain a transcript, complete the information request found at the end of the General Course Attendance Information section and send or fax it to the address indicated. The Transcript Request page also can be downloaded at www.usfa.fema.gov/training/nfa/about/transcripts.shtm

COURSE CODING

To help identify the different courses available through NFA, the following listing of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- C College Deliveries over course of a semester
- F Direct Field Deliveries
- H Local Training System Deliveries (Handoff)
- I In-Service Training
- N Regional Deliveries
- O State Training System Deliveries (Off-Site local deliveries)
- P Pilot
- Q Self Study
- R Resident On-Campus Deliveries
- T Train-the-Trainer
- W State Weekend Program Deliveries
- Y Endorsed Course Deliveries and/or State Developed Courses

EVALUATION OF NFA COURSES

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

Selected NFA on-campus and off-campus courses also are evaluated by students and their supervisors using the Academy's Long-Term Evaluation program. NFA asks students and supervisors to complete evaluation forms 4 to 6 months after the student has returned to the job following NFA training. In this way, the Academy can determine what elements of NFA training have been transferred to the job and ultimately are making a difference in the reduction of the loss of life from fire-related hazards.

NFA also has established another way for students to report how NFA training has had an impact on their day-to-day job performance. Students, supervisors, and coworkers who want to provide feedback to NFA can visit the USFA Web site at www.usfa.fema.gov/training/nfa/evaluation

Students are encouraged to share experiences of how they applied NFA training when they returned to their regular duties.

NFA has a special interest in reports about Academy influence on:

- implementation of the National Incident Management System (NIMS);
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;
- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;

- distance education using various computer-based and media technologies; and
- courses used in conjunction with the Federal Emergency Management Agency's (FEMA's) community-based predisaster mitigation programs-related efforts.

THE EXECUTIVE FIRE OFFICER PROGRAM

The Executive Fire Officer Program (EFOP) is an initiative of the USFA/NFA designed to provide senior officers and others in key leadership roles with an understanding of:

- the need to transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk-reduction;
- transforming fire and emergency services organizations to reflect the diversity of America's communities;
- the value of research and its application to the profession;
- the value of lifelong learning; and
- enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division baccalaureate-equivalent courses. The EFOP spans a 4-year period with four core courses. Each course is 2 weeks in length.



EFOP participants must complete an Applied Research Project (ARP) that relates to their organization within 6 months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

The EFOP target audience includes current and emerging executive-level leaders in fire and emergency services organizations. The selection criteria are divided between two requirements areas: Service Requirement and Academic Requirement.

Service Requirement

- Chiefs of Department or equivalent;
- chief officers or equivalent who head major bureaus or divisions within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.;
- chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training; and
- other individuals who are serving in "key leadership" positions. Please refer to "Key Leaders" selection criteria following this section.

Academic Requirement

- Applicants must have attained an associate's degree or greater from a regionally accredited institution of higher learning. No exception will be made to this requirement.
- Beginning October 1, 2009 (FY 2010), applicants must have attained a minimum of a bachelor's degree.

All application packages will be reviewed on an individual basis and will require six separate items:

1. A General Admissions Application. In Block #9A, please specify "Executive Fire Officer Program."

2. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant's qualifications (see eligibility sections); commitment to complete the entire program, including the applied research; and the applicant's perceived expectation(s) of the program.
3. The applicant's résumé.
4. A letter of recommendation from the applicant's immediate supervisor (Chief of Department, Mayor, City Manager, etc.), indicating the organization's commitment to allow the applicant to complete the required courses and research.
5. A photocopy of the applicant's terminal academic diploma or transcript.
6. An organizational chart that depicts the applicant's position.

The application package must be sent to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

"Key Leaders" Selection Criteria

The EFOP is USFA's premier executive education program with a limited capacity of participants each year. The primary audience is executive-level chief officers; however, a limited number of non-executive-level applicants who are serving in "key leadership" positions will be considered for the EFOP. Once the minimum academic requirement has been demonstrated, candidates will be selected on the following criteria:

NOTE: It is not required that a candidate possess all of the following. However, the more achievements and criteria presented, the stronger a candidate's application will be considered.

- Those applicants requesting consideration for a key leader slot must possess the minimum academic requirement of associate degree. Advanced academic degrees will further strengthen the candidacy of the applicant.

- Unique perspectives that broaden the diversity of EFOP.
- Strength of the department chief's or sponsor's recommendation, commitment to supporting the applicant's participation, and description of the applicant's potential impact on the organization.
- Personal accomplishments and significant contributions to the fire and emergency services and/or the community.
- Potential for future impact on the fire service.

It is expected that the applications for these limited number of positions will be very competitive in nature. Applicants are encouraged to review all of the aforementioned and following selection/application elements carefully before submitting their application package.

Secondary Essay Application Form

EFOP candidates who have complied with the EFOP minimum prerequisites will be forwarded a second, essay-based application form. Both application forms, as well as the accompanying materials, will be evaluated in assessing each applicant's qualifications for EFOP acceptance. Final selection is competitive due to the limited number of available slots. Each applicant will be notified in writing as to acceptance or nonacceptance into the EFOP. Qualified women and minority candidates are encouraged to apply.

How to Apply

NOTE: Candidates may submit an application package at any time during the year. However, there is a cutoff date of June 30 for each fiscal year. Thus, in order to be considered for the FY 2007 (October 1, 2006 to September 30, 2007) EFOP, the application must be postmarked no later than June 30, 2006. Applications postmarked after that date will be considered for the next fiscal year.

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility, either voluntarily or

involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the 4-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: Future participation in EFOP courses is contingent upon the successful completion of the required Applied Research Projects. The participant bears the responsibility for any travel costs associated with course cancellation, and for failing to complete the required research in a timely manner.

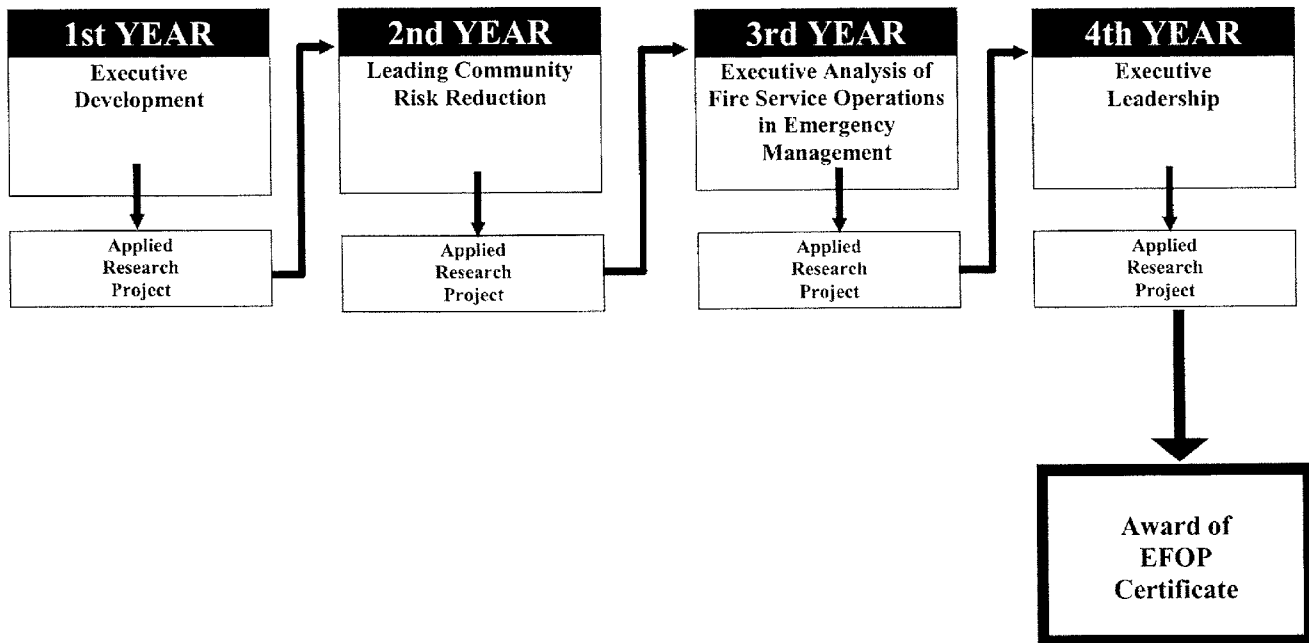
Conditional Acceptance to EFOP

Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the Applied Research Project(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces are available for individuals interested in taking an EFOP course, but not as part of the 4-year program. This may be the result of not meeting the academic degree requirement, and/or not wanting to commit to the 4-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

EXECUTIVE FIRE OFFICER PROGRAM



NINETEENTH EXECUTIVE FIRE OFFICER PROGRAM GRADUATE SYMPOSIUM

Each Spring, USFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and Government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provides presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation, yet provide an opportunity to engage in "battery charging."

The Nineteenth EFOP Graduate Symposium is scheduled for April 13 to 15, 2007. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R120)." Applications must be received by February 28, 2007. Due to limited space, applications will be prioritized on a first-received, first-served basis.

HARVARD FIRE EXECUTIVE FELLOWSHIP PROGRAM

Preliminary application procedures have been established for the 2007 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership consisting of the International Association of Fire Chiefs (IAFC), the International Fire Service Training Association (IFSTA), the National Fire Protection Association (NFPA), and the USFA.

Eight senior fire executives will be awarded fellowships to attend the John F. Kennedy School of Government's "Senior Executives in State and Local Government" program at Harvard University. The 3-week summer program is conducted on the Harvard campus in Cambridge, Massachusetts.

The following criteria and guidelines will apply for the 2007 program:

- Application is open to **senior fire executives** who have demonstrated significant accomplishments and have further potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during 2003, 2004, 2005, or 2006 will not be considered.
- The application package must include the following items: the Kennedy School of Government application and sponsor's recommendation forms (see below); a résumé; and an organizational chart of the applicant's sponsoring organization (with applicant's position highlighted).

A semifinalist group of candidates will be invited to Emmitsburg, Maryland, for an oral interview and selection process. Travel expenses for this step (if chosen) are the responsibility of the applicant and are nonreimbursable. If selected to receive one of the eight fellowships, applicants must be available to attend either of the two summer sessions.

Further information and Kennedy School of Government applications forms will be posted online in mid-November (2006) at all of the four sponsoring organizations' Web sites (IAFC, IFSTA, NFPA, and USFA). Final instructions for submitting applications also will be posted.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the Training Specialist for Executive Development at 1-800-238-3358, ext. 1072, or 301-447-1072.



One- and Two-Week Residential Curriculum

NOTE: Selected NFA courses are planned to be offered in a 1-week venue in the second semester of FY2007. Please see the course schedule for those curriculum areas that have courses being planned for 1-week deliveries (identified as “New 6-day Pilot”). Specific course titles, descriptions, and selection criteria will be announced through the USFA Web site. Students will be expected to follow application procedures at the time each course is announced for recruitment.

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the EFOP. It is intended to provide a framework in which leadership is a process whereby you and others perform adaptive work. The three primary curriculum themes of the course are leadership, research, and change. Through a combination of theory, case-study analysis, reflection, introspection, and self- and observer-based assessment, participants learn how to enhance personal/team development and engage in applied research.

Executive Development course units include leadership, teams, change management, research, change and creativity, research practicum, management innovations, service quality, organizational culture, ethics and change management, and research proposals. There is a required precourse assignment dealing with applied research and book reading.

Student Selection Criteria: Please refer to the “Selection Criteria for the EFOP” and “Participation in EFOP Courses as a Non-EFOP Participant” sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Personnel Management,

Public Administration, Organizational Behavior, Management, or Fire Science Management as an elective. Students who are EFOP participants will be eligible to receive graduate-level credit with successful completion of the Applied Research Project.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Executive Leadership (R125)

This concluding course of the EFOP was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a “self-assessment and development plan”



to create desirable goals in the areas of their professional, personal, community, and family life.

Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, storytelling, persuasion, succession planning, and evaluating.

Student Selection Criteria: Please refer to the “Selection Criteria for the EFOP” and “Participation in EFOP Courses as a Non-EFOP Participant” sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Service Management, Personnel Management, Public Administration, or Management as an elective. Students who are EFOP participants will be eligible to receive graduate-level credit with successful completion of the Applied Research Project.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Management Science Curriculum

Fire Service Communication (R107)

Fire Service Communication focuses on verbal and written communication skills for fire service managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of fire service documents used in large and small fire departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations, and training materials; correspondence with

“Amazing experience – wonderful to come together with others with similar training, but from different states, and learn from working with them as well as course information.”

the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one/two-way feedback, verbal and non-verbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Communications, Business Communications, English, English Composition, Speech, Fire Science, Business Management, or Public Administration.

Organizational Theory in Practice (R331)

Organizational Theory in Practice is designed to prepare fire service managers and executives to understand organizational theory as it relates in practice to the fire service. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles, and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing, and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decisionmaking, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a postcourse report on the various organizational theories learned. The report is due 6 months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.

"Enjoyed my stay and training very much."

- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, or Public Administration. **NOTE:** Students will complete a 6-month final project that demonstrates their ability to use the theoretical concepts from this course in evaluating their own department.

Interpersonal Dynamics in Fire Service Organizations (R332)

Interpersonal Dynamics in Fire Service Organizations is designed to prepare fire service managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational environments are defined. Components of a successful human resource development plan are examined.

Course modules include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., Chief Officers who supervise company officers.
- Individuals presently assigned to top-level management positions with limited training.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, Management, or Public Administration.

Emergency Medical Services Curriculum

Emergency Medical Services: Management of Community Health Risks (R149)

This 2-week course targets emergency medical services (EMS) providers, supervisors, and program managers with the responsibility for development and implementation of community health and safety programs. During the class the students will develop a community-specific Health Outcome Management Plan (HOMP) with the goal of a 25-percent reduction in preventable illness and injuries within a community. The course represents a major EMS prevention initiative at the National Fire Academy.

The course content includes

- valuing (quantifying) the effects of EMS on injury prevention and community health;
- the public health prevention model and associated practices;
- health risk assessment/injury prevention and application;
- definition of community health problems; and
- development, marketing, and application of the Health Outcome Management Plan.

Student Criteria:

- Individuals with experience in EMS, public health, or allied health field.
- Individuals who are responsible for development and implementation of community health prevention programs. Personnel without formal responsibility for program management will be considered with the endorsement of their organization.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Protection, or Emergency Medical Services.

Management of Emergency Medical Services (R150)

This course focuses on management practices as they relate to EMS in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria:

- Individuals with management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.



ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administrator, Community Health Public Administrator, or Emergency Medical Services.

Advanced Leadership Issues in Emergency Medical Services (R151)

This course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decisionmaking techniques. Leadership techniques as they relate to establishing and directing EMS work teams are also an important part of this course.

Student Selection Criteria:

- Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

Prerequisite: *Management of Emergency Medical Services (R150)* or a college-level management course.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Emergency Medical Services, Fire Science, Public Administration, or Health Care Administration.

Emergency Medical Services: Special Operations (R152)

The purpose of this 2-week course is to enable EMS System Managers to prepare their organizations to respond to special operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

"I think NFA is one of the most valuable training tools in the fire service."

Events such as mass-casualty incidents, storms, earthquakes, or technological emergencies, mass gatherings, dignitary visits, and terrorism can place an unusual demand upon our ability to provide continued EMS response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems.

Student Selection Criteria: This course is geared primarily to those who have management and planning responsibilities for an EMS system. The course is targeted primarily to middle managers at an operational level and to senior planners within the department.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 4 semester hours in Fire Science, Management, EMS Management, Public Health, or Health Care Administration.

Advanced Safety Operations and Management (R154)

This 6-day course focuses on applying the risk management model to health and safety aspects of emergency services operations, including program management day-to-day operations, and incident safety. Content areas include firefighters and emergency services fatality and injury problem; the risk management process; safety responsibilities of department members; regulations, standards, and policies affecting emergency services safety; and appropriate documentation and recordkeeping pertaining to firefighter and emergency services health and safety.

Student Selection Criteria: Company-level officers, Chief Officers, and civilian managers who have department-level health and safety responsibilities (such as program planning and implementation),

who may serve as an Incident Safety Officer, or who simply have an interest in firefighter and emergency services safety and health issues.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

Incident Management Curriculum

Fire Protection Systems for Incident Commanders (R227)

This 6-day course is designed to provide Incident Commanders (IC's) with an understanding of the fire protection features that are installed in buildings. Knowing how these systems work and their proper use will assist IC's to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed in this course include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths, and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes command officers, company officers, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

NOTE: Up to five vacancies in each class offering will be reserved for students whose primary responsibility is code enforcement, or the inspection, testing, and maintenance of fire protection systems, and who have completed *Principles of Fire Protection: Structures and Systems* (R222).

Prerequisites: Students attending this class should have responsibility for command and control of incident operations, and have

- not less than 3 years' experience in fire suppression emergency operations;
- working knowledge of the Incident Command System (ICS);
- fundamental knowledge of building construction and fire protection systems; and
- experience with preincident planning policies and procedures.

ACE Recommendation: ACE has not yet reviewed this course.

Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304)

This 2-week course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multi-alarm units. Emphasis is placed on rapid fireground decisionmaking, advanced Incident Command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents. The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multifamily occupancies, hotels, commercial occupancies, large shopping malls, railroads, wildland, and highrise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations, and student participation as instructional methods. A precourse, self-study module on the ICS is forwarded to students prior to attendance. Demonstrated experience in the ICS is a prerequisite, and students are tested to measure their proficiency in this area on the first day of class.

Student Selection Criteria: Command officers or company officers who have multi-alarm command responsibilities. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from their fire chief and/or placement on an eligibility list will be required for these candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Medical Services, or Emergency Management.

Executive Analysis of Fire Service Operations in Emergency Management (R306)

A required course for the EFOP, this course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational component of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Emergency Operations Center (EOC), and emergency information systems.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student par-

ticipation as instructional media. A joint simulation exercise will be conducted with the Emergency Management Institute (EMI) during this course.

Student Selection Criteria: Rank requirements:

- Chiefs of department or equivalent.
- Chief Officers or equivalent who head a major bureau or division within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief Officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Field battalion-level officers from IAFC "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or documentation of placement on an eligibility list is required for these candidates.

ACE Recommendation: In the upper division baccalaureate or the graduate degree category, 3 semester hours in Fire Science, Public Administration, Emergency Medical Services, or Emergency Management. **NOTE:** Only EFO students can receive graduate credit for this course by completing the research project.

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)

This 2-week course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes, and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decisionmaking skills and the interrelationship of the operational function to hazard preparedness, mitigation, response, and recovery. Advanced applications of the ICS, command and control, the ICS/EOC interface, the IEMS, evacuation, and sheltering and communications are just a few of the areas covered. The course is interactive using lecture, simulations, scenarios, and student participation as instructional methodologies.

Student Selection Criteria: Chief Officers or other fire officers who command fire department operations at catastrophic disasters.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Emergency Management, Fire Science, Environmental Science, or Fire Service Management.

Command and Control of Fire Department Operations at Target Hazards (R314)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations.

The students are taught advanced applications in the ICS, command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institu-

tions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants, and grain elevators. The course is very comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief Officers or other officers who would have the responsibility to command incidents involving target hazards.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: Demonstrated experience in the ICS and completion of a previous command course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

Command and General Staff Functions in the Incident Command System (R317)

This 6-day course is activity intensive and designed to better prepare emergency response personnel to manage large, complex incidents effectively by using the functional components of the ICS. The focus of the course is to enhance the skills necessary to operate as a team in various Command and General Staff positions and to promote a better understanding of team operations through application during various simulations.

Student Selection Criteria: Applicants must have the responsibility within their organization to function in a Command and/or General Staff position and possess a working knowledge of the ICS; officers who are responsible for setting up an incident com-

"I only regret that I can only attend once a year!"

mand organization on a regular basis. Additionally, must have command responsibilities or be upwardly mobile and regularly act in the capacity of a command officer.

Prerequisite: Successful completion of the following Web-based courses is required before application to this course may be considered:

- Q462 Introduction to NIMS Incident Command System for Operational First Responders (I-100); and
- Q463 Basic NIMS Incident Command System for Operational First Responders (I-200).

These courses are available at no cost through the NETC Virtual Campus at www.training.gov.

ACE Recommendation: ACE has not yet reviewed this course.



ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, or Public Administration.

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

Fiscal responsibility and effective use of resources keep this course focused on performance goals and outcomes. The course demonstrates how to identify and prioritize resource needs. This is a resident course for fire and emergency service managers, community leaders, and others who need to tie capacity building, resource, and resource allocation to the community outcomes identified in their strategic/capability-based planning. This course supports coalition building and collaboration to obtain prioritized needs, resource allocation, and tracking to sustain updated strategies, and the delivery of community risk identification and preparedness programs.

Student Selection Criteria: Fire and emergency medical service personnel who have direct influence or responsibility for the design, development, and/or administration of the organization's resources/budget/logistics. Special admission is available for governing body financial managers and town/city managers attending with the Fire Chief.

National Fire Incident Reporting System (R499)

This 2-week course is offered to enhance the knowledge and skills of those individuals responsible for the managing of NFIRS in their organization, and/or the training of field-level data collection and reporting staffs. Students are expected to have completed the Introduction to NFIRS 5.0 2-day class, or equivalent, prior to attending this course. The NFIRS manager receives information about the systems capabilities, data collection and analysis, and the available reporting features. Focus is on the higher level competencies required to train others in data entry, collection, and reporting, and to develop decision packages based on local, State, or national data and trends. The NFA's computer classroom is used extensively for this course. The opportunities created by class activities are the creation and presentation of a decision package containing useful, timely, and accurate NFIRS-based information, and the development of the skills needed to train other NFIRS users.

Student Selection Criteria: New and current State, Metropolitan, and fire department NFIRS program managers responsible for NFIRS data collection/analysis, and for the training of field-level data collection and reporting staffs.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 4 semester hours in Fire Science, Information Management, or Public Administration.

For information call
NFIRS Office POC
1-800-238-3358, ext. 1836 or
301-447-1836
or
NFIRS Training Specialist
1-800-238-3358, ext. 1613 or
301-447-1613

“The NFA is irreplaceable for fostering a more competent and professional American fire service.”

Executive Planning (R506)

This is a capabilities-based planning course that uses strategic planning models to collect and analyze planning elements and leadership behaviors in terms of risk and hazard evaluation, and a project management model to track resource allocation and project capability gaps. Strategic elements are presented in case-study context. Project management uses concepts of community risk reduction and preparedness to increase individual and group capabilities to successfully manage critical tasks.

Student Selection Criteria: Fire Chiefs, fire and emergency medical services management staff, and personnel identified as part of the organization’s decisionmaking team, or involved in strategic or project planning elements of the organization; positions other than these must have planning responsibilities within the organization. Special admission is available for government body managers attending with Fire Chief.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Service Administration, Public Administration, or Management.

Partnering For Fire Defense and Emergency Services Planning (R507)

This course provides senior fire executives and their community partners with a systems approach for the development of the Fire Defense and Emergency Services Annex of their community’s Master Plan. Local and regional coordination/interoperability, risk assessment, emergent issues, and expanded missions are explored using GIS, NFIRS data collection and analysis, Risk, Hazard and Value Evaluation (RHAVE), and traditional planning approaches. The development of decision packages based on data analysis, the need for forecasting changes in hazard vulnerability to support fiscal and program budget requests, the interdependence of various community services and programs affecting fire and emergency service effectiveness, and influencing community life-safety outcomes are elements of this course. **NOTE:** Precourse reading and data collection activities are required.

Fire officers attending this course have a unique opportunity to have a local official and community risk planner attend the training with them. To exercise this option, a brief cover letter stating the name of the fire officer and the relationship of the other applicants to the fire defense and emergency services system planning effort is required. The cover letter and original applications are to be sent to NFA’s Admissions Office.

Please contact the Planning and Information Management Training Specialist at 1-800-238-3358, ext. 1613 or 301-447-1613 if you intend to exercise the inclusion of a local official and community risk planner with your application.

Student Selection Criteria: Local, regional, and State fire and emergency services officers and their planning partners who are new, current, or potential users of data collection and analysis for its application in fire and emergency services planning. Members of local, regional, or State fire service organizations and their planning partners responsible for risk reduction planning. We encourage fire/emergency services planners to bring members of the

emergency services planning team from other governmental, public, and private sector organizations.

ACE Recommendation: ACE has not yet reviewed this new course.

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)

This course focuses on the relationship of incident priorities, strategies, and tactics as they relate to implementing safe procedures for alleviating the risk at an accidental or intentional hazardous materials incident. It concentrates on integrating risk-based decisionmaking and knowledge about hazardous materials chemistry, storage, transportation, and release scenarios with information about local response plans and systems. Through risk-based decisionmaking activities, the course participants apply the knowledge and skills gained from the course.

Subjects covered include, among others: regulations and standards as they apply to Haz Mat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of environmental monitoring instruments, selection of personal protective equipment, assessment of tactical options, and development of operational plans. **NOTE:** This is **not** a “hands-on” program. Some evening sessions are required.

Student Selection Criteria: Emergency response personnel having hazardous materials response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR) Section 1910.120 or 40 CFR 311; NFPA 471, *Recommended Practice for Responding to Hazardous Materials Incidents*; and NFPA 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites: NFA Chemistry of Hazardous Materials, Chemistry for Emergency Response, or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in General Science, Physical Science, Fire Science, or Applied Science.

“Tremendous instruction and instructors. I eagerly await the next opportunity to enroll in a fire prevention NFA on-site course.”

Chemistry for Emergency Response (R233)

This 2-week course is designed to prepare the responder to function safely at the scene of a hazardous materials incident by understanding the potential hazards. This is accomplished by gaining recognition of chemical nomenclature and basic principles of chemistry in order to assess risks to responders and the public. The course seeks to convey to first responders or prevention personnel a sound understanding of the basic chemistry of hazardous materials to permit them to correctly assess the threat posed by hazardous materials incidents that may occur accidentally or intentionally.

Problem-solving sessions and interactive discussion cover topics such as salts and inorganic nonsalts, hydrocarbons, hydrocarbon derivatives, and hydrocarbon radicals. Applying the science of chemistry to thermodynamics, volatility, and combustion provides real-world opportunities. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management, and/or tactical response to hazardous materials incidents; fire prevention inspectors, hazardous materials inspectors, regulators, and planners where knowledge of the chemical behavior of hazardous materials is essential.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Chemistry, General Science, Hazardous Materials, or Physical Science.

Hazardous Materials Incident Management (R243)

This 6-day program focuses on the duties and responsibilities of the emergency response personnel who will assume the Incident Commander (IC) role in hazardous materials emergencies above the initial response and will implement a NIMS-based ICS. Based on the current requirements of 29 CFR 1910.120 and the applicable national standards and plans, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities.

Topics include negligence and liability, planning, NIMS ICS/EOC interface, training requirements, and emergency response plans. The student will develop a hazard-based response using risk-based decision-making to develop an Incident Action Plan (IAP). The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the IC at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety officers as described in 29 CFR 1910.120.*
- Departmental training officers, Chief Officers, company officers, and regularly acting officers.
- Emergency management personnel who would interface with emergency response personnel through an EOC operation at a hazardous materials incident.

*While safety officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

Departments must certify applicants as operations-level trained. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.



ACE Recommendation: In the upper division baccalaureate degree or graduate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 2-week course is designed for paramedic personnel who have an Advanced Life Support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel who, as a part of their normal duties, may be needed to perform patient care in the warm zone at hazardous materials incidents or patient care of individuals or groups exposed or contaminated with hazardous materials or weaponized chemical agents. (These may include paramedics, physician assistants, medical doctors, or registered nurses.)

Prerequisite: Applicants must provide current State or National Registry Paramedic or EMT-I certification or State license as a physician's assistant, registered nurse, or medical doctor with external care responsibilities.

ACE Recommendation: In the lower division baccalaureate/associate or the upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administration, Public Health, General Science, Emergency Medical Services, Chemistry, Industrial Hygiene Laboratory, Environmental Science Laboratory, or Public Health Laboratory.

Arson Curriculum

Fire Dynamics--Fire Modeling (R203)

This advanced course for the experienced fire/arson investigator will provide the important principles of fire dynamics combining physics, chemistry, mathematics, and engineering principles with the objective of quantitatively describing fire and related processes through computerized fire modeling generating results of actual fire scenes. Through this course, students will recreate timelines, floor plans, material properties, variations in temperatures, gas concentrations, gas velocity gradient calculations (smoke/fire spread), and related evidence of the structure to simulate and recreate the fire scenario from ignition which will radically advance the approach to fire/arson investigation.

Students will be able to construct a basic fire model from investigative practices, describe fire in quantitative terms of heat release, and defend investigative theories/conclusions in a court of law using scientific principles learned in class. Subjects covered in this course include introduction to fire dynamics and modeling; mathematical review (algebra/physics); physics; practical fire behavior; scene documentation; physical modeling; mathematical modeling; computer literacy; computer modeling-zone modeling; field modeling and presentation of scenario case.

Student Selection Criteria: Priority will be reserved for full-time personnel with fire/arson investigation responsibility and/or prosecution in Federal, State, or local government. These personnel include fire/arson investigators, law enforcement personnel, district attorney's staff, and members of arson task forces.

NOTE: Up to five vacancies in each class offering will be reserved for applicants whose primary responsibility is code enforcement, and who have successfully completed NFA's Evaluating Performance-Based Designs (R108/N108).

Prerequisites: Successful completion of the USFA's Fire/Arson Investigation course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, South Carolina, Tennessee, and Virginia.

ACE Recommendation: This course has not been reviewed by ACE.

Fire/Arson Investigation (R205)

(This course is physically challenging.)

This course addresses the basic skills needed to conduct fire investigations. Using the Arson Burn Laboratory located on campus, successful methods are demonstrated for conducting legal fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include behavior of fire, determining point of origin, accidental and incendiary fire cause determination, motivation of the firesetter, fire scene investigation and followup techniques, fire protection systems, vehicle fires, fatal fires, incendiary devices, legal aspects, interview techniques, evidence, and report writing. The course is designed to meet or exceed the applicable sections of NFPA 1033, Standard for Professional Qualifications for Fire Investigator. This course also provides consistent methods and approaches to investigations per NFPA 921, Guide for Fire and Explosion Investigations, 2004 Edition.

Student Selection Criteria: The priority criteria that will be used to screen applicants for this course follow:



- Federal, State, and local fire, law enforcement, forensic specialists, and prosecutors whose full-time/primary responsibilities are with fire/arson investigation.
- Federal, State, and local personnel who are slated to be assigned to arson on a full-time basis, or have fire/arson investigation as a primary responsibility in association with other duties. These individuals must submit documentation to this effect on department letterhead, signed by Chief of Department. The letter must accompany the application at the time of submittal.

Federal, State, and local government personnel who do not have official responsibility for arson investigation on a full-time basis should consider the *Fire Cause Determination for Company Officers* (N811) and/or *Initial Fire Investigation* (N216) courses offered through the Regional Delivery Program.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, or Fire and Arson Investigation.

Management for Arson Prevention and Control (R207)

Management for Arson Prevention and Control focuses on innovative concepts and practical skills for managing a synergistic response to arson prevention and con-

trol. During the course, students are provided with an assortment of building block activities, videos, and lectures designed to provide a foundation for development of a comprehensive Arson Prevention and Control Plan (AP&CP). Activities provide specifics (such as statistics and skills) and revolve around a simulated community. As the overall AP&CP is built, students are required to present, discuss, and justify their portion of the plan. Following work on the overall document, students are required to use information from their own communities to author an AP&CP Executive Summary independently. By composing this personal document, students leave the class with an AP&CP outline that can be applied to their own communities. In addition to the AP&CP, methodology also includes activities in role-play, demonstration, discussion, writing, brainstorming, and case studies.

This course was designed using the applicable sections of NFPA 1033 and NFPA 921, *Guide to Fire and Explosion Investigation*, 2004 Edition.

Student Selection Criteria: Individuals presently assigned to fire service, law enforcement, prosecutorial, or other investigative personnel responsible for the management, supervision, or oversight of arson prevention and control. For senior investigators, or investigators with management, supervision, or oversight responsibilities, or those who have taken the NFA 2-week *Fire/Arson Investigation* course or fire/arson investigation training consisting of a minimum of 80 hours (proof of certification required).

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, South Carolina, Tennessee, and Virginia.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Management, Police Administration, or Public Administration.

Interviewing-Interrogation Techniques and Courtroom Testimony (R208)

This course will provide the necessary tools for fire/arson investigators to conduct sound legally supported interviews and interrogations with witnesses and suspects in preparation for court testimony. The course also provides essential and critical skills for investigators in courtroom testimony preparation and presentation, with the intent that the trained student can provide expert testimony.

Student Selection Criteria: Priority will be reserved for full-time personnel with fire/arson investigation responsibility and/or prosecution in Federal, State, or local government. These personnel include fire/arson investigators, law enforcement personnel, district attorney's staff, and members of arson task forces.

Prerequisites: Successful completion of the USFA's *Fire/Arson Investigation* course or documented successful completion of the following NFA-recognized State-level arson training courses: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, South Carolina, Tennessee, and Virginia.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Criminal Justice, Fire Management, or Police Science.

Fire Prevention: Management Curriculum

Code Management: A Systems Approach (R101)

The management of code development, evaluation, and enforcement processes is the focus of this stimulating course. Students participate in an extensive simulation exercise which allows them to experience firsthand the intricacies and politics involved in the legislative process. A second exercise involves amendment of an existing code.

The goals of this course are to 1) develop an awareness of the code management function as an integrated system; and 2) enhance managerial skills in the areas of system analysis, knowledge of codes, code development and adoption, code management, and evaluation of code functions.

Student Selection Criteria:

- Individuals responsible for code administration in their communities, e.g., Chief Officers, fire marshals, building officials.
- Fire officers or allied professionals with responsibility for supervision and implementation of code enforcement and inspection programs at the department or company level.

On a space-available basis:

- Newly appointed fire marshals and individuals with keen interests in managing and leading fire/building code units.
- Fire prevention supervisors (civilian and uniformed) and representatives of model code groups.
- Personnel who accept code inspection and enforcement responsibilities.

Prerequisites: At least 3 years of experience in either the management or the enforcement of the code function in a public agency, or completion of *Principles of Fire Protection: Structures and Systems* (R222) or the former *Fire Prevention Specialist II*.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Administrative Law, Decisionmaking, Legal Environment of Management as Business, Management, Policy Development, or Policy Formation.

Management of Fire Prevention Programs (R225)

This 2-week course uses proven management concepts as a basis for the efficient operation of a fire prevention organization. The course focuses on planning, promoting, and executing fire prevention

functions. Topics include needs assessment, planning, legal responsibilities, management techniques, negotiation, evaluation, and case study.

The course content and delivery methods are suitable for senior representatives of fire prevention bureaus/units of all sizes and organizational complexities. *Management of Fire Prevention Programs* is structured to give fire prevention managers the requisite knowledge and skills, given a finite amount of resources, to plan effectively, promote, and execute fire prevention functions within their respective communities.

Student Selection Criteria:

- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Department fire marshals or commanders of fire prevention organizations who report directly to the department chief.
- Fire personnel who manage their department's overall prevention function but may not meet the other criteria, or individuals who expect to be promoted to such a management position within their department. (A letter stating such must accompany the application and be endorsed by the chief of department.)
- Allied safety professionals, building officials, and senior-level private sector fire prevention managers.
- On a space-available basis: Fire officers who direct company-level code inspection and enforcement programs.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Leading Community Risk Reduction (R280)

The community risk-reduction process involves all four phases of emergency management: preparedness, mitigation, response, and recovery. Any effective community risk-reduction strategy integrates emergency response; code enforcement; legislative process to adopt codes, standards, and prevention-

related ordinances; plan review and design; fire and life safety education; public information and relations; risk-reduction-related economic incentives; and other mitigation activities. The role of the chief executive officer is to lead and facilitate the community risk-reduction process.

This 2-week course is part of the EFOP and instills in the students the personal belief that community risk reduction is an essential tool in reducing and minimizing risk from fire and other hazards in a community. Subject areas covered will include all-hazards management, coalition building, community changes, data analysis and application, legal issues, and program evaluation.

Student Selection Criteria:

- Those individuals enrolled in the EFOP.
- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Senior fire officials responsible for fire prevention and/or code enforcement, public education, injury prevention, or risk reduction.
- Senior officials and allied professionals responsible for community risk preparedness and mitigation efforts.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, 3 semester hours in Public Administration, Emergency Management, Urban/Regional Planning, or Fire Science. **NOTE:** EFO students can receive graduate credit for this course by completing the research project.

Strategic Analysis of Community Risk Reduction (R309)

Daily across the country, residents of communities large and small, rural and urban, upscale and impoverished, face numerous hazards that are integral to our technology-driven culture. The risks that our citizens face from these hazards include, but are not limited to, unwanted fires, burns, falls, motor vehicle crashes, poisonings, drownings, and weather-related injuries. Everyone, regardless of

socioeconomic background, age, or ethnicity is at risk in varying degrees to these and other hazards. Recognizing their unique role as protectors of the residents, some progressive fire departments have initiated and implemented programs intended to reduce the community's risks and minimize the consequences of these risks. Recognizing that fire departments, with their long-term commitment to promoting fire and life safety, are the ideal organizations to champion programs that can address the multiple hazards of the community, the NFA instituted the course *Strategic Analysis of Community Risk Reduction* (SACRR) in the last half of the 1990's.

SACRR begins with an historical perspective of fire prevention and then leads the student into the concepts of community risk reduction. The risks faced by a community are catalogued and analyzed using a model of injury prevention, and preliminary strategies using education, enforcement, and engineering solutions for reducing these risks are presented to the students and discussed. The students are exposed to methods for building community coalitions and influencing public policy in response to the changing mission of the fire service.

NOTE: *Precourse reading assignments are required. There will be evening sessions.*

Student Selection Criteria: This course is designed for chiefs of departments, heads of major bureaus (e.g., prevention, suppression, training, administration, etc.), State Fire Marshals, and State Directors of Fire Service Training agencies. A limited secondary audience includes senior officials of related groups involved in community safety, including organizational leaders in health care, law enforcement, and injury prevention advocacy bodies. Another target group includes those who currently are working with or who desire to assist local fire, rescue, and emergency medical services departments in establishing or significantly upgrading community risk reduction/injury prevention efforts.

In addition, on a space-available basis, fire officers and other personnel engaged in community risk reduction will be considered.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Community Development, Public Administration, Urban Planning, Emergency Management, Occupational Health and Safety, or Fire Science.

Fire Prevention: Technical Curriculum

Plans Review for Inspectors (R102)

(This course is physically challenging)

This course will assist the student in verifying that construction documents comply with applicable building codes and fire protection requirements.

Subjects addressed in the course include review of site plans for emergency apparatus access, water supply, and hydrants for fire protection, review of architectural drawings for construction requirements, means of egress for life safety, and fire-resistive compartmentalization, evaluation of heating, ventilation, and air conditioning (HVAC) and smoke control/exhaust systems, evaluation of exit illumination and emergency power supplies, and needs assessment for fire protection systems focusing on alarm/detection and automatic sprinkler systems.

Student Selection Criteria:

- Individuals who are, or expect to be, responsible for verifying code compliance of construction documents from a fire protection standpoint.
- Individuals recently appointed to manage or administer a plans review function.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved and signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- Working knowledge of local building, mechanical, and fire codes.
- Ability to read blueprints and specifications.
- Ability to use architect and engineer scales.
- Fire official--completion of *Fire Inspection Principles* and *Principles of Fire Protection: Structures and Systems* or their equivalent.
- Building official--certified construction official.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Fire Engineering; Fire Administration, Human Environmental Science, Architecture, Building, or Interior Design and 1 semester hour in lab.

Evaluating Performance-Based Designs (R108)

This course is designed to provide the student with the fundamental knowledge, skills, and abilities to assess performance-based fire safe building designs that employ sophisticated engineering and computer modeling techniques. Students will be introduced to concepts and technologies that transfer building design from traditional prescriptive-based building and fire regulations to strategies where engineers, architects, and designers employ a variety of options to meet specific performance goals.

Topics addressed in this course include understanding the principal differences between the prescriptive-based and performance-based design options; why a building owner may wish to use the performance-based design option; essential elements of the performance-based design, including the influence of fire behavior and the role of documentation, definition of project scope and fire safety goals, and setting objectives; an introduction to the capabilities, limitations, and assumptions of the engineering methods and fire modeling used in performance-based design; an introduction to the potential for change during the expected life cycle of the facility, and how

changes should be addressed. This course does not teach students how to perform fire modeling.

Student Selection Criteria: Anyone responsible for the review and/or approval of building and fire/life safety design in the regulatory process. This includes building officials, fire marshals, insurance representatives, designers/architects, and owners.

NOTE: Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved and signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.

Prerequisites:

- Working knowledge and understanding of prescriptive codes; and fundamental understanding of fire behavior.
- Students in the fire service should have not less than 3 years' experience in either a code enforcement or fire safety inspection function, or completion of the Academy's Plans Review for Inspectors (R102) and 18 months of code enforcement or fire safety inspection function or equivalent.
- Allied professionals should possess an engineering, architecture or building design, or risk management undergraduate degree from an accredited college or university.
- Building owners should have experience with the design and development of significant construction projects.

Students who are interested in learning more about computerized fire modeling techniques should refer to *Fire Dynamics and Fire Modeling* (R203) in the Arson Mitigation Curriculum.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Protection Engineering, or Public Administration.

Fire Inspection Principles (R220)

This course is designed to provide the student with the fundamental knowledge, skills, and attitudes to conduct both basic and intermediate-level fire safety inspections. Students will be introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his/her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement, the relationship of fire and codes, general fire prevention practices, inspection competencies, life safety considerations and enforcement, fire safety principles and requirements related to hazardous materials, special hazards of electrical, heating, and cooking equipment and systems, and fire protection systems and equipment.

Student Selection Criteria:

- Individuals with less than 18 months of experience whose primary duties are those of a full-time code enforcement inspector.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression company officers responsible for in-service fire code enforcement activities.



ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category or the vocational certificate category, 3 semester hours in Fire Science, Industrial Safety, or Insurance.

NOTE: Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.

Principles of Fire Protection: Structures and Systems (R222)

(This course is physically challenging.)

This course is designed to meet the professional development needs of the advanced fire prevention or code enforcement official. The course provides the advanced knowledge, skills, and attitudes to conduct detailed fire safety inspections, to analyze the level of fire and life safety in buildings, and to understand operating principles, application, acceptance and testing, and inspection of fire protection systems and equipment. Activities in this course are designed to allow completion by students using the codes being enforced in their jurisdiction. This course assumes that students are familiar with the codes and standards in effect in their jurisdictions that relate to fire prevention, building construction, and building mechanical systems.

Topics addressed in this course include understanding the legal environment; plans review; identifying and using resources; dealing with the public, industry, and other agencies; conducting inspections; and the testing, inspection, and maintenance of fire protection systems and equipment. The course combines classroom instruction and a "hands-on" learning approach in the Academy's Fire Protection Systems Laboratories.

NOTE: Students attending this course will be required to complete a precourse assignment that involves reviewing and completing specific parts of an online interactive self-study program.

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as a fire and life safety inspectors with at least 18 months of full-time enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals in a suppression company who are presently assigned to a lead or supervisory role for fire inspection operations with at least 2 years of experience.
- Individuals preparing for added responsibilities within a code enforcement or fire safety inspection function or organization.
- Individuals who are assigned to fire investigation responsibilities and who have completed NFA's *Fire/Arson Investigation* course.

Prerequisites: Three or more years of experience in either a code enforcement or fire safety inspection function; or completion of the Academy's *Fire Inspection Principles* course and 18 months of experience in a code enforcement or fire safety inspection function or equivalent.

Fire Investigators qualify if they have completed NFA's *Fire/Arson Investigation* course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Administration, Fire Technology, Fire Science, Fire Protection, or Educational Methods and 1 semester hour of Systems Lab.

Fire Protection Systems for Incident Commanders (R227)

This course is intended to help Incident Commanders make better use of fire protection systems to achieve successful incident outcomes. Experienced technical fire prevention personnel are encouraged to apply to enhance the course. See page 30 for the complete course description and student selection criteria.

Fire Prevention: Public Education Curriculum

Presenting Effective Public Education Programs (R116)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. The course is now 6 full days and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of a new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Part-time public educators and volunteers who might not be able to attend a 2-week course are encouraged to apply.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students first will be admitted without previous public education experience, or up to a maximum of 2 years of public education experience. Those students who are currently delivering public education programs and have more than 2 years of experience will be admitted on a space-available basis.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, or Educational Methods.

Changing American Family At Risk (R348)

This 6-day course emphasizes the importance of and methods for reaching America's families to protect them from fire. Content includes the changing family structure in America; the methods for reaching families on the hazards of fire; and the relationship between the American family and fire risk. The course teaches approaches to create positive fire safety interventions for the individual and the family. Students engage in new strategies for establishing positive relationships that lead to behavioral change. The course also presents future strategies to create sustainable change in the neighborhood resulting in a reduction of the fire problem.

Students learn behavioral change from a family-based neighborhood perspective. The course content and exercises are ideal for a wide range of student audiences involved with fire safety education in the neighborhood. Course methodology includes a variety of small group exercises, videos, discussions, and presentations.

Student Selection Criteria: Anyone responsible for or involved with fire safety education in the neighborhood or community, including but not limited to fire safety educators, firefighters, inspectors, community and allied health members, fire officers, school teachers, and community volunteers representing a range of organizations such as the American Red Cross and SAFEKIDS, etc.

If unclear about student stipend eligibility, students should check with the NETC Admissions Office.

ACE Recommendation: This course has not been reviewed by ACE.

Community Education Leadership--One Week (R353)

This 6-day course teaches students contemporary leadership elements necessary for successful comprehensive community education, including striving for personal commitment in community education and obtaining organizational and community support. The course teaches students to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for a community and write measurable performance objectives.

The course is designed for interactivity and sharing of ideas. For example, students share their evaluation plans for a community risk issue, and discover strategies to maximize community resources.

Throughout the course, students work on culminating activities relating to community education in their own organization and community. Class and instructor feedback is a critical component of the evaluation process. Three short exams provide the students with validation of learning. Students share their culminating activities with the class at the end of the session.

As with many resident courses, students are asked to bring and share new or unique prevention programs from their organization or within their community.

Students who have taken the 2-week CEL or the CEL (VIP) are not eligible to take this course.

Student Selection Criteria: Students must be coordinators of their organization's public or community education function. Personnel in small departments and State or local fire organization personnel who serve on a prevention committee are also ideal candidates.

ACE Recommendation: This course has not been reviewed by ACE.

"One of the best professional education experiences that I have been involved with. Networking is second to none."

Discovering the Road to High-Risk Audiences--One Week (R359)

This 6-day course looks at each of the major community audiences that are most at risk from fire according to the USFA's National Fire Data Center. Topics include the impact of social and economic diversity on the fire problem, fire and life safety for people with disabilities, the aging process and fire risk, and the effect of fire on very young children.

The class is taught from a community-based "down-home" perspective. Each high-risk audience is analyzed for what makes the audience vulnerable, solutions are discussed for reaching each group, and program planning needs address several issues at local levels. Some of the most powerful and emotional messages are delivered through videos and interactive class learning activities. Both inner-city and rural audiences and settings are woven through the course.

The course uses a variety of evaluation methods, including small and large group learning. There is a precourse assignment, evening class assignments, an individual project and participation in an advocacy forum for a high-risk group.

Note: Students who have taken the 2-week version of *Discovering the Road to High-Risk Audiences* are not eligible to attend this course.

Student Selection Criteria: Personnel who have responsibility for public fire and life safety education in their departments/organizations, and who have at least 1-year of safety education experience.

Prerequisites: One prerequisite course in safety education sponsored by the NFA, State, local, or private organizations. NFA's *Community Education Leadership*, *Developing Fire and Life Safety Strategies*, *Presenting Effective Public Education Programs*, and *Changing American Family At Risk* are excellent courses. The prerequisite course must be noted on the application form in Block 10.

ACE Recommendation: This course has not been reviewed by ACE.

Developing Fire and Life Safety Strategies--One Week (R362)

The purpose of this course is to provide students with an opportunity to see fire and burn prevention activities in the context of injury prevention, and to use a strategic planning process toward fire/injury prevention to develop comprehensive plans using diverse community resources.

The course teaches students that fire/injury prevention is a process driven by community needs, and is an opportunity to form strong community-based coalitions that stabilize prevention campaigns and programs. Students learn that fire/injury prevention requires dynamic leadership to integrate these themes successfully.

For critical skills, a simulated community is used to demonstrate what components are necessary and how to apply these to develop an appropriate fire or life safety education program. Students also are expected to bring information from their own communities to work with in class. Following work with the simulated community students are expected to apply educational principles to their own communities.

In addition to individual activities, the methodology includes 1) role-play activities emphasizing the need for community involvement, 2) lectures and discussions, 3) small and large group work designed to enable students to share experiences and develop contacts, 4) analysis of scenarios or case studies, and 5) analysis of actual public education programs (products).

Students who have taken the 2-week version of *Developing Fire and Life Safety Strategies* are not eligible to take this class.

Student Selection Criteria: Personnel with at least 2 years of experience in fire/life safety education, burn prevention education, or community safety.

Prerequisites: Completion of one public education or instructional methods course such as *Presenting Effective Public Education Programs*, *Discovering the Road to High-Risk Audiences*, *Community Education Leadership*, *Changing*

American Family At Risk, a local or State course such as Public Education I or Instructor I, or another similar course. A prevention or community-based college or university course also is acceptable. The prerequisite course must be reflected on the student's application form.

ACE Recommendation: The course has not yet been reviewed by ACE.

Juvenile Firesetter Intervention Specialist I & II Leadership (R628)

The 6-day Juvenile Firesetter Intervention Specialist I & II Leadership course was developed as the result of an emerging standard (Juvenile Firesetting Intervention Professional Standard, which is part of NFPA 1035, Public Fire & Life Safety Educator). Students will address the skills essential for the Juvenile Firesetting Intervention Specialist I, which include identification, intake, interview, determining intervention strategy, fire and life safety education, referral to mental health or juvenile justice, and evaluation. The course also addresses the skills needed to be a Juvenile Firesetting Intervention Specialist II, including program, policies, procedures, and forms; budget and funding; creation of a coalition/interagency network; community awareness; develop-deliver training; managing JFIS I staff; data collection; records and case files; and program evaluation.

Students will visit a local treatment unit and interview juvenile arsonists, and receive an extensive presentation of essential information derived from the courtroom testimony and case preparation course for juvenile arsonists being developed by the IAAI.

Students will be required to submit a class project, and must develop a Juvenile Firesetter Program handbook for their organization and form a JF Coalition in their jurisdiction and submit this written requirement within 9 months of completion of class in order to receive an NFA certificate.

Student Selection Criteria: The students must have or will have responsibilities related to the management and/or coordination of a Juvenile Firesetting

Intervention program in their fire and emergency services department.

Selection priority will be given when two members of a jurisdiction apply together. One member will be from the fire service. This individual presently should have responsibilities related to juvenile firesetting intervention, interviewing, and prevention. The other student from the same jurisdiction or community (State, county, or local entity) would be on a local or regional Juvenile Firesetter Intervention Coalition. These include members of law enforcement, arson investigators (police or fire service), mental health professionals, schools, children's hospitals, and social services.

ACE Recommendation: This course has not yet been reviewed by ACE.

Training Programs Curriculum

Fire Service Course Design (R114)

Fire Service Course Design teaches fire/rescue personnel and allied professionals how to design courses to be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, they apply course principles to create the design of the training program that meets the identified training need (from the precourse assignment) for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials. To complete this course successfully, the final design of the student's training package must be submitted for evaluation within 6 months following attendance at the Academy. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" in the beginning of this catalog for an explanation of the consequences.

The course also exposes students to state-of-the-art technologies, including tours of on-campus NFA labs.

Student Selection Criteria: Personnel with course design and development responsibilities.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I or higher State certification programs, NFA's former *Fire Service Instructional Methodology*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Education, Public Safety Programs, or Fire Science.

Training Program Management (R342)

NOTE: Students who have successfully completed NFA's *Challenges for Local Training Officers* will not be admitted into *Training Program Management*.

Training Program Management is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, nor is it related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and new methods to reach students are featured. Students

explore numerous training methodologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, research, and a course project.

Student Selection Criteria: Students must have current or future responsibility for their organization's training function.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I or higher State certification programs, NFA's former *Fire Service Instructional Methodology* or current *Fire Service Course Design*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, 3 semester hours in Education, Public Administration, Fire Service Management, Human Resource Management, Vocational/Technical Education, or Education Administration.

Volunteer Incentive Program

BACKGROUND

The Volunteer Incentive Program (VIP) is an intensive 6-day educational opportunity designed specifically for volunteer and combination department emergency services personnel.

Since 1980, the NFA has offered 2-week courses year round on its Emmitsburg, Maryland, campus; these courses are considered the best available anywhere. The problem was that most volunteers couldn't take 2 weeks off to attend these courses.

With VIP, that has all changed!

The NFA has compressed course work into 6 days, or has devised new courses and tailored them to the special needs of volunteers, still maintaining content, quality, and integrity. VIP courses, offered during a "VIP Week" four times per fiscal year, also have recommended college accreditation through the American Council on Education (ACE).

Students have the opportunity to meet and exchange ideas and information with colleagues from across the country in an informal setting outside the class-



room. This program, along with the other resources of the NFA, ensures a successful learning experience while keeping the time commitment to a minimum.

VIP PROGRAM ELIGIBILITY

Emergency services personnel in volunteer departments (including part-time paid on-call) and predominately volunteer combination departments, who meet the established student selection criteria for the course for which they are interested, are eligible to apply to the VIP.

For the purposes of VIP eligibility, the following definitions will be used:

Volunteer Department: All personnel in the department are rostered as volunteers (including those who are paid on-call per call compensated).

Combination Department: The majority of active duty personnel in the department are volunteer members; they are supplemented by career staff. Volunteers or career staff representing the predominately volunteer department may apply to the VIP. **(CAREER PERSONNEL FROM COMBINATION DEPARTMENTS MUST SUBMIT A LETTER FROM THE CHIEF OR ADMINISTRATOR/SUPERVISOR IDENTIFYING HOW THE TRAINING REQUESTED WILL HELP THE VOLUNTEERS WITH WHOM THEY WORK.)**

CAREER DEPARTMENT: All personnel within the department are paid career staff. **THE VIP IS NOT APPLICABLE TO CAREER DEPARTMENT PERSONNEL, REGARDLESS OF DEPARTMENT SIZE.**

NOTE: Special consideration will be given to qualified volunteer chief officers who are accompanied by elected officials, i.e., city managers, elected board members, town/borough council members, village selectmen, township supervisors, or other allied professionals who are not fire service members. The elected official also must submit an application for the same course/same class session as the volunteer chief officer.

COSTS

Each student receives a stipend to cover the cost of round-trip coach airfare or actual mileage not to exceed airfare from point of departure, whichever is less. Lodging, student materials, books, and ground transportation from/to airports in Washington, DC, are provided by the NFA. Details will be in your welcome package. Students staying on campus must purchase a meal ticket. The cost is \$20 per day at our cafeteria (cost subject to change). You also may want to bring extra money for a class shirt, class picture, or other incidentals.

START-END

The Volunteer Incentive Program begins on Sunday morning with a student orientation at 8 a.m. Classes begin at 9 a.m. following orientation and continue through the following Friday at 4 p.m. Accepted students must travel to the NFA on the day before class begins (Saturday); the travel day for departure is the following Saturday. Transportation arrangements should not be made until you receive an acceptance packet from the NETC Office of Admissions. Complete information will be provided in your acceptance package.

VIP APPLICATION PROCESS:

Complete FEMA Form 75-5 (February 2004 or later version). FEMA Form 75-5 is available in the back of this catalog or may be downloaded from our Web site at www.usfa.fema.gov/training/nfa/about/attend/nfa-abt1c.shtm

SPECIAL NOTE: Please pay special attention to Block 16 of FEMA Form 75-5. Review the selection criteria for the course for which you are applying. Block 16 should reflect your current duties and responsibilities as they apply to the course selection criteria.

VIP applications require the signature of a Chief Officer or Training Officer within the department. All completed applications should be mailed or faxed to:

NETC Office of Admissions
Bldg. I, Room 216
16825 South Seton Avenue
Emmitsburg, MD 21727
FAX: 301-447-1441

If you have questions about the application process, please contact the NETC Admissions Office at 301-447-1035.

Applications are accepted only during the open enrollment period as follows:

First semester--Includes classes scheduled from October 1, 2006, to March 31, 2007. Applications for this semester must be postmarked between May 1 and June 30, 2006.

Second Semester--Includes classes scheduled from April 1, 2007, to September 30, 2007. Applications for this semester must be postmarked between November 1 and December 31, 2006.

NOTE: You must reapply for second semester courses if not accepted for the first semester. No applications will be carried over. You may apply for more than one course, but you should submit a separate application for each course.

Leadership and Administration (R810)

This intensive 6-day course provides the appropriate skills for the volunteer emergency services officer to view administrative effectiveness through adaptive leadership skills and efficient management practices. Course units include leadership--setting the stage, planning, forging partnerships, human resource management, recruitment, retention, needs assessment and assets, risk assessment, leading change, and "putting it all together."

There are precourse activities, including a reading assignment.

Student Selection Criteria: Emergency services chiefs and senior officers and/or presidents and administrative officers assigned to recruitment and retention efforts within volunteer (staffed) emergency services organizations. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Science, Public Administration, or Management.

Fire Cause Determination for Company Officers (R811)

This 6-day course addresses the basic skills needed to conduct initial fire cause determinations. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin, and assess the need for additional assistance and probable cause of a fire. Subjects include, but are not limited to, behavior of fire, determining area of origin, accidental and incendiary fire cause determination, fire scene examinations, motives of the firesetter, vehicle fires, legal aspects (court testimony), and handling/ preservation of evidence.

Student Selection Criteria: Company officers, command/chief officers. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 2 semester hours in Fire Science or Arson Investigation.

Challenges for Local Training Officers (R815)

Challenges for Local Training Officers is a 6-day course designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a

nearby larger city or State training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements including class activities, homework, two examinations, and a small individual project.

NOTE: This course is not designed to enhance course development or presentation skills. Students who have taken the 2-week on-campus course, *Training Program Management*, will not be admitted to this class.

Student Selection Criteria: Students must have current or future responsibility for their organization’s training function. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Education, Public Administration, Fire Science, Emergency Medical Services, Management, or Human Resource Management.

Community Education Leadership (R816)

This 6-day course teaches emergency services personnel in volunteer and predominantly volunteer combination departments how to lead successful comprehensive community education programs. The course emphasizes personal commitment in community education and how to obtain organizational and community support for safety education.

Through a variety of methods students learn to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for their community.

The course is designed for interactivity and sharing of ideas. Throughout the course, students work on activities relating to their own organization and community, and share their experiences and new

ideas throughout the class. Students are asked to bring and share prevention programs from their organization or within their community.

The course is designed in modular format with different topics presented every 2 days. Class and instructor feedback is a critical component of the evaluation process. Three short exams provide the students with validation of learning.

Student Selection Criteria: Students must be coordinators of their organization's public or community education function. Personnel in small departments and State or local fire organization personnel who serve on a prevention or public education committee are also ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, Safety Studies, or Urban/Regional Planning.

Command and General Staff Functions in the Incident Command System (R821)

This 6-day course is activity intensive and designed to better prepare emergency response personnel to manage large, complex incidents effectively by using the functional components of the ICS. The focus of the course is to enhance the skills necessary to operate as a team in various Command and General Staff positions and to promote a better understanding of team operations through application during various simulations.

Student Selection Criteria: Applicants must have the responsibility within their organization to function in a Command and/or General Staff position and possess a working knowledge of the ICS; officers who are responsible for setting up an incident command organization on a regular basis. Additionally, must have command responsibilities or be upwardly mobile and regularly act in the capacity of a command officer.

Prerequisite: Successful completion of the following Web-based courses is required before application to this course may be considered:

- Q462 Introduction to NIMS Incident Command System for Operational First Responders (I-100); and
- Q463 Basic NIMS Incident Command System for Operational First Responders (I-200).

These courses are available at no cost through the NETC Virtual Campus at www.training.gov.

ACE Recommendations: This course has not yet been reviewed by ACE.

Advanced Safety Operations and Management (R822)

This 6-day course focuses on applying the risk management model to health and safety aspects of emergency services operations, including program management, day-to-day operations, and incident safety. Content areas include firefighter and emergency services fatality and injury problem; the risk management process; safety responsibilities of department members; regulations, standards, and policies affecting emergency services safety; and appropriate documentation and recordkeeping pertaining to firefighter and emergency services health and safety.

Student Selection Criteria: Company-level officers, chief officers, and civilian managers who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer, or who simply have an interest in firefighter and emergency services safety and health issues. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Occupational Health and Safety, or Emergency Management Services.

"You can't beat the training offered at the NFA."

Leading Community Fire Prevention (R823)

This 6-day course, ideally suited to small-town America, seeks to build a prevention base for emergency responders in communities with populations of 25,000 people or fewer. The course is designed to enable the student to identify and apply prevention strategies in his or her own community. Subjects covered include lessons from the past, risk identification, prevention tools and techniques, influencing community prevention activities, prevention plan marketing, and impact evaluation. Class activities allow the students to apply what they are learning. Students who successfully complete this course will be better prepared to begin development and implementation of their own community's prevention plan.

NOTE: Precourse reading assignments are required.

Student Selection Criteria: Emergency services personnel currently or previously serving in operations (suppression, EMS, etc.), as well as those who seek to learn about more effective ways of combating the fire problem, are welcomed. Personnel with little or no prevention background will benefit significantly. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate or the upper division baccalaureate/associate degree category, 3 semester hours in Fire Science, Emergency Management, Public Administration, or Fire Protection Engineering.

Management Strategies for Success (R824)

This 6-day course provides the company officer with basic management skills and tools to perform effectively in the emergency services environment. Subjects covered include management traits, becoming a supervisor, cultural and legal considerations, ethics, leading others, communications, and leading your part of the organization. A student-centered discovery learning methodology is used throughout this course.

Student Selection Criteria: Any company operations, administrative, or staff officer or those about to be promoted into one of these positions (letter from Chief needed) may attend. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 49.

ACE Recommendations: This course has not yet been reviewed by ACE.

Command and Control of Fire Department Operations at Target Hazards (R825)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations. The students are taught advanced applications in ICS, command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants, and grain elevators. The course is comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief Officers or other officers who would have the responsibility to command incidents involving target hazards. Also, officers who eventually may have this responsibility and are upwardly mobile in their organization may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 49.

Prerequisite: Demonstrated experience in the ICS and completion of a previous command course.

"As always, NFA has provided another wonderful educational opportunity."

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

“Best school in the nation at preparing the fire service for the future!”

Presenting Effective Public Education Programs (R826)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. This new VIP course is 6 full days and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of a new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria: Students must have current responsibility for delivering community safety education programs in their community. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 49.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, or Educational Methods.

Fire Protection Systems for Incident Commanders (R827)

This 6-day course is designed to provide IC's with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will help assist IC's to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions. Topics addressed in this course include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths, and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes command officers, company officers, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 49.

NOTE: Up to five vacancies in each class offering will be reserved for students whose primary responsibility is code enforcement, or the inspection, testing, and maintenance of fire protection systems, and who have completed Principles of Fire Protection: Structures and Systems (R222).

Prerequisites: Students attending this class should have responsibility for command and control of incident operations, and have

- not less than 3 years' experience in fire suppression emergency operations;
- working knowledge of the ICS;

- fundamental knowledge of building construction and fire protection systems; and
- experience with preincident planning policies and procedures.

ACE Recommendations: This course has not yet been reviewed by ACE.

Juvenile Firesetter Intervention Specialist I & II Leadership (R828)

This 6-day course was developed as the result of an emerging standard (*Juvenile Firesetting Intervention Professional Standard*, which is part of NFPA 1035, *Public Fire & Life Safety Educator*). Students will address the skills essential for the Juvenile Firesetting Intervention Specialist I, which include identification, intake, interview, determining intervention strategy, fire and life safety education, referral to mental health or juvenile justice, and evaluation. The class also addresses the skills needed to be a Juvenile Firesetter Intervention Specialist II, including program, policies, procedures, and forms; budget and funding; creation of a coalition/interagency network; community awareness; develop-deliver training; managing JFIS I staff; data collection; records and case files, and program evaluation.

Students will visit a local treatment unit and interview juvenile arsonists, and receive an extensive presentation of essential information derived from the courtroom testimony and case preparation course for juvenile arsonists being developed by the IAAI.

Students will be required to submit a class project, and must develop a Juvenile Firesetter Program handbook for their organization and form a Juvenile Firesetter Coalition in their jurisdiction and submit this written requirement within 9 months of completion of class in order to receive an NFA certificate.

Student Selection Criteria: Students must have or will have responsibilities related to the management and/or coordination of a Juvenile Firesetting Intervention program in their department. Students from law enforcement, arson investigators (police or fire service), mental health professionals, schools,

children's hospitals, and social services also may apply on a seat availability basis.

ACE Recommendations: This course has not yet been reviewed by ACE.

Command and Control of Incident Operations (R831)

In this 6-day course, volunteer fire officers are introduced to ICS, and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multioccupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Chief Officers who have responsibility to command incidents within their jurisdiction, career Chief Officers of volunteer staffed fire departments, company officers, and/or newly appointed officers, including those in an acting position of company officer and/or newly appointed officers from small paid/combo fire departments. Additionally, individuals who are upwardly mobile in their organizations may be considered. A letter from the Fire Chief will be required for these applicants. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 49.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/ associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

For more information on VIP, contact the NFA VIP Program Manager at 1-800-238-3358, ext. 1402 or 301-447-1402. VIP information is also on the USFA Web site at: www.usfa.fema.gov/training/nfa/resident/vip

Off-Campus Hazardous Materials Course Delivery Program

The NFA offers support for off-campus deliveries of Hazardous Materials Operating Site Practices (O229), Chemistry for Emergency Response (O233), Hazardous Materials Incident Management (O243), and Advanced Life Support Response to Hazardous Materials Incidents (O247) through State and local fire training systems. For full delivery support, these courses must be administered using either Superfund Amendments and Reauthorization Act (SARA) Title III or Hazardous Materials Emergency Planning (HMEP), formerly HMTA and HMTUSA, funds. Other funding may be used; however, certain restrictions may apply.

NFA provides:

- Student Manuals for each course (full support if SARA Title III or HMEP funding is used, one master copy if other funding is used);
- audiovisual support materials (videotapes and/or slides);
- paperwork support materials, including rosters, tests, and answer keys; and
- NFA certification for successfully completed courses.

The sponsoring agency is responsible for all other costs associated with the delivery:

- contracting two instructors from NFA's qualified list;
- obtaining the necessary copyrighted books and tapes, if required;
- site administration and support, before, during, and after delivery; and
- all return shipping costs.

In addition to these items, there are other requirements for each course.

Course descriptions for Chemistry for Emergency Response, Hazardous Materials Operating Site Practices, Hazardous Materials Incident Management, and Advanced Life Support Response to Hazardous Materials Incidents can be found in the Hazardous Materials Curriculum section of this catalog beginning on page 35.

For further information on this delivery program, please contact the Program Coordinator at: 1-800-238-3358, ext. 1411, or 301-447-1411.

For information on the SARA Title III or HMEP funding in your State, please contact your State Fire Training Director or State Emergency Response Commission.

Regional Delivery Program

The Regional Delivery Program was developed because of limited space at the Emmitsburg, Maryland campus. The Regional Delivery Program provides fire service and allied professionals the opportunity to attend NFA resident courses within their geographical region.

Regional Delivery courses mirror 1- and 2-week courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the Regional Delivery Program is coordinated and implemented. TRADE members consist of State- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities, arrange for support, provide instructional equipment, secure student housing and meals, and provide onsite administrative support. Students are responsible for costs associated with individual travel, lodging, and meals. However, **NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.**

The following courses are currently available through Regional Delivery. Course descriptions can be found as indicated by the page number listed.

- *Advanced Life Support Response to Hazardous Materials Incidents* (N247). See page 36.
- *Advanced Safety Operations and Management* (N822). See page 29.
- *Challenges for Local Training Officers* (N815). See page 51.

- *Chemistry for Emergency Response* (N233). See page 35.
- *Command and Control of Fire Department Operations at Target Hazards* (N825). See page 32.
- *Command and Control of Incident Operations* (N831). See page 55.
- *Command and General Staff Functions in the Incident Command System* (N821). See page 32.
- *Emergency Medical Services: Management of Community Health Risks* (N149). See page 28.
- *Emergency Medical Services: Special Operations* (N152). See page 29.
- *Evaluating Performance-Based Designs* (N108). See page 42.
- *Fire Cause Determination for Company Officers* (N811). See page 51.
- *Fire Inspection Principles* (N220). See page 43.
- *Fire Protection Systems for Incident Commanders* (N227). See page 30.
- *Hazardous Materials Incident Management* (N243). See page 36.
- *Hazardous Materials Operating Site Practices* (N229). See page 35.
- *Initial Fire Investigation* (N216). See page 58.
- *Leading Community Fire Prevention* (N823). See page 53.
- *Presenting Effective Public Education Programs* (N826). See page 54.

"Great course! Invaluable information than can be used immediately to make our community safer and do my job better."

Initial Fire Investigation (N216)

This 6-day course is designed to meet the needs of personnel, in both the public and private sectors, whose duties include determining origin, cause, and responsibility for fires and explosions based primarily on the examination of the incident scene. Upon completion, participants will be able to examine, preserve, document, interview, and report their findings and/or conclusions about a fire and/or explosion accurately and objectively.

Student Selection Criteria: Personnel whose primary duties include the determination of origin, cause, and responsibility for fires; all personnel who have less than 6 months of experience as investigators; or those individuals who are targeted for promotion to the investigator level.

ACE Recommendation: In the lower baccalaureate/associate degree category, 3 semester hours in Fire Science, Fire Technology, Law Enforcement, or Political Science.

NOTE: If the student completes a course project within 6 months, an additional credit hour can be earned.

Course numbers listed in other sections of the catalog may differ from those listed here because these designate Regional Delivery. **When applying for a Regional Delivery course, please note on the application that the course being applied for is a Regional Delivery, and list the course dates, location, and the correct Regional Delivery course code.**

Information concerning application procedures, courses, dates, and locations of deliveries within the Regions is disseminated through the regional TRADE network, or can be obtained from the Regional Delivery Program Manager at 1-800-238-3358, ext. 1483, or 301-447-1483.



Off-Campus Direct Delivery Program and On-Campus State Weekend Program

A strong partnership exists between NFA and State and local fire training systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's distance delivery programs. The courses offered for the Off-Campus Direct Delivery Program and the On-Campus State Weekend Program are identical. The same cadre of instructors is used for delivery of courses in both programs. Curriculum areas cover a variety of subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and counterterrorism.

The following courses are available through both the Off-Campus Direct Delivery and the On-Campus State Weekend programs:

- Arson Detection for the First Responder (ADFR)
- Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer (CCWUIFOSCO)
- Cooperative Leadership Issues in Wildland/Urban Interface Operations (CLIWUIO)
- Courtroom Preparation and Testimony for First Responders (CPTFR)
- Community Risk Issues and Prevention Interventions (CRIPI)
- Emergency Response to Terrorism: Strategic Considerations for Command Officers (ERT:SCCO)
- Emergency Response to Terrorism: Tactical Considerations: Company Officer (ERT:TC:CO)
- Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services (ERT:TC:EMS)
- Executive Skills Series: Influencing (ESS:IN)
- Executive Skills Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC)
- Executive Skills Series: Managing and Leading Change (ESS:M&LC)
- Fire Prevention for High-Risk Populations: Age and Disability Factors (FPHRP:ADF)
- Fire Prevention for First Responders and Small Departments (FPSD)
- Health and Safety Officer--Revised (HSO)
- Incident Command for Highrise Operations (ICHO)
- Incident Command System for Structural Collapse Incidents (ICSSCI)
- Incident Safety Officer--Revised (ISO)
- Initial Response to Hazardous Materials Incidents: Basic Concepts (IRHMI:BC)
- Initial Response to Hazardous Materials Incidents: Concept Implementation (IRHMI:CI)
- Introduction to Unified Command for Multi-Agency and Catastrophic Incidents (IUCMCI)
- Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer (IWUIFSCO)
- Juvenile Firesetter Intervention Specialist I (JFIS I)
- Juvenile Firesetter Intervention Specialist II (JFIS II)
- Leadership I: Strategies for Company Success (LS I)
- Leadership II: Strategies for Personal Success (LS II)
- Leadership III: Strategies for Supervisory Success (LS III)
- Managing in a Changing Environment (MCE)
- Methods of Enhancing Safety Education (MESE)
- Marketing Fire Prevention in Your Community (MFPC)
- National Fire Incident Reporting System - Introduction to NFIRS 5.0 (NFIRS 5.0) (State Weekend Program only)
- NIMS--Incident Command System for Emergency Medical Services (NIMS--ICS for EMS)
- NIMS--Incident Command System for the Fire Service (NIMS--ICS for the FS)
- NFIRS: Data Analysis and Problem Solving Techniques (State Weekend Program only)
- Preparation for Initial Company Operations (formerly MCTO: Preparation) (PICO)

- Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings (PFRBSF:RUS)
- Prevention and Mitigation Advocacy for Small Departments Responders (PMSD)
- Shaping the Future (STF)
- Strategy and Tactics for Initial Company Operations (STICO)
- Training Operations in Small Departments (TOSD)

For general information on these programs, please contact the Program Manager at 1-800-238-3358 ext. 1301, or 301-447-1301.

Off-Campus Direct Delivery Program: Many volunteer and career fire service personnel cannot take time to attend 1- and 2-week resident programs, so the 2-day Direct Delivery courses provide training opportunities within the State and local communities. Courses are selected and cosponsored jointly by NFA and State and local fire training systems. States have the option of electing to use some/all Direct Deliveries as Train-the-Trainer Programs. Course materials will be handed off in digital form to State Training Systems hosting Train-the-Trainer deliveries.

Each year State Fire Training Agencies select Academy courses to be delivered within their own State. If your department is interested in hosting one of these course deliveries you should contact your State Fire Training Agency. Contact information for each State Agency is included in the back section of this catalog.

How to Apply: For specific information regarding which courses will be offered, course locations, dates, registration, and application procedures, contact your State Fire Training Agency. Each State is responsible for all admission procedures for courses delivered in the Direct Delivery Program.

On-Campus State Weekend Program: State Weekend Programs are offered at NFA as an educational opportunity for fire and rescue personnel from specific States. The Program strengthens a State's fire service community through education, personal networking, and a shared collegial experience. Students are offered the opportunity to grow

professionally through a quality educational experience and to increase their knowledge and skills to provide a safe and effective response to their communities.

State Fire Training Agencies sponsor the weekends in partnership with NFA. The State Agency selects the courses and recruits and enrolls the students according to the established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. In addition, lodging is provided at no cost to representatives of career or volunteer departments and State/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

This program provides a unique opportunity for NFA and State Fire Training Agencies to collaborate in the delivery of a quality training program.

How to Apply: This program is targeted for fire service personnel with a minimum of 3 years of experience. Those interested in attending a State Weekend Program should contact their State Fire Training Agency for information on dates, course selection, registration, and transportation.

Course descriptions for each of the courses available through these programs follow:

Arson Detection for the First Responder (ADFR) (F201)

This 2-day course is designed specifically to provide a clear definition of the role of initial responder organizations, and to provide essential knowledge to enable them to recognize the potential of an intentionally set fire, preserve evidence, and properly report the information to appropriate officials. The course includes the following basic topics: fire behavior, critical observations of the first responder, fire cause, scene security and evidence preservation, legal considerations, and how to report findings properly to appropriate officials.

Target Audience: This training course is designed specifically for the firefighter who is inexperienced in arson detection and the preservation of evidence

at the fire scene. It is not designed for the arson-experienced firefighter or investigator.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Criminology, Criminal Justice, or Law Enforcement.

Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer (CCWUIFOSCO) (F612)

This 2-day course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. Course content covers interface incidents, fire behavior, safety, and operational considerations.

Target Audience: Chief or company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Forestry Management.

Cooperative Leadership Issues in Wildland Urban Interface Operations (CLIWUIO) (F613)

This course is designed to provide students with the essential tools and skills to operate safely in a wildland/urban interface incident. It is designed in a modular format to be offered as a 2-day course or as optional modules after completing *Command and Control of Wildland/Urban Interface Fire Operations for the Structural Chief Officer*. Course content covers strategy development (simulation exercise), overview of the emergency management plan, new development issues, working with property owners, environmental issues, cultural issues, historic issues, news media, and cooperative leadership (simulation exercise).

Target Audience: Chief or company officers who may have command responsibility for multiple resources at the scene of a wildland/urban interface incident.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science and Forestry Management.

Courtroom Preparation and Testimony for First Responders (CPTFR) (F209)

This course will provide the necessary tools for all emergency responders who may be called upon for depositions and/or courtroom testimony relevant to facts witnessed on arrival at a scene as a first responder.

This 2-day course will emphasize the importance of reporting factual events. It also will address the need to improve report-writing skills after witnessing an event, and oral presentation skills if asked to describe the event in a court of law. The intent of this course is to prepare all emergency responders, with emphasis on volunteer firefighters, to present information to the legal system.

Target Audience: Open to all interested emergency services personnel, including volunteer, career, and allied professions, who are interested in controlling the arson problem.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, Emergency Management, Law Enforcement and Technical Speech.

Community Risk Issues and Prevention Interventions (CRIPI) (F347)

This 2-day course is designed for students who work in the field of prevention. Students learn a basic overview of the “three E’s” of prevention--education, engineering, and enforcement. The course concludes that the most effective way to combat community risk issues is to develop strategies that use all “three E’s.” The course is designed to provide the motivation and leadership for local organizations to enhance their prevention efforts.

Course content includes

- evaluation of the types and levels of community prevention;
- how injuries, fires, and burns can be prevented;
- strategies and countermeasures to help people understand the injury, fire, or burn event and reduce the loss; and
- prevention approaches--behavior changes, legislation, and enforcement and engineering.

Target Audience:

- Prevention personnel in local organizations.
- Persons serving on local or State prevention committees.
- Fire marshals, inspectors, and public educators.
- Career and volunteer firefighters who have prevention responsibilities.
- EMS personnel who coordinate community life-support programs.
- Community volunteers wishing to enhance fire and life safety efforts.
- Community health educators.
- Part-time or full-time public educators.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Public Administration, Fire Science, Public Health, Industrial Loss Control, or Political Science.

Emergency Response to Terrorism: Strategic Considerations for Company Officers (ERT SCCO) (F555)

This 2-day course is designed for the senior-level officer(s) who may be responsible for command of incidents involving terrorism. This 2-day course is intended to build upon existing skills as an IC and knowledge of terrorism from professional experience or from the *Emergency Response to Terrorism: Basic Concepts* (ERT:BC) or the *Emergency Response to Terrorism: Self-Study* (ERT:SS) courses.

The class will assist the command officer in preparing an effective response to the consequences of terrorism. For the response to be effective, plans must be in place to guide responders in managing the incident. IC's must be prepared to operate as part of a multiagency, multidiscipline, and multijurisdictional response.

To address the command and control challenges that likely will confront the IC, the class consists of lecture supported by case studies and practice scenarios. This will enable the students to apply their knowledge of preincident planning, managing emergency incidents, and operating as part of a Unified Command structure.

Target Audience: The primary target audience for this course is individuals (chief officers, emergency managers, shift captains, etc.) who hold command-level positions in their organizations. These people should have command and control responsibilities on incidents involving terrorism, and be familiar with operating in an incident management structure.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, or Hazardous Materials.

Emergency Response to Terrorism: Tactical Considerations: Company Officer (ERT:TC CO) (F552)

This 2-day course is designed to build upon the existing skills of the initial first-responding supervisor. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions.

Target Audience: Anyone who could serve as the first-on-the-scene officer in a hazardous materials or emergency medical services incident. Must have a working knowledge of the ICS. Students will not be taught ICS but will be expected to use ICS during class activities.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, Emergency Management, or Emergency Medical Services.

Emergency Response to Terrorism: Tactical Considerations: Emergency Medical Services (ERT:TC:EMS) (F554)

This 2-day course is designed for the first-on-the-scene responding EMS personnel with the responsibility to render patient care to victims of terrorist incidents. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, providing patient care, identifying and preserving evidence, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene emergency medical services personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Medical Services, or Emergency Management.

Executive Skills Series: Influencing (ESS:IN) (F518)

Influencing is considered a critical leadership skill, particularly at the executive level. This 2-day course will examine how leaders successfully influence others to accomplish common goals. Formally planning to influence others will be a primary discussion area within the course. Case studies of executives influencing others will be analyzed to illustrate the challenges and opportunities associated with complex situations in the public sector. This course is for senior officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" fire departments.

Selection Priority: Sponsoring organizations should require documentation of rank/function to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Administration, Fire Science Administration, or Public Administration.

Executive Skills Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC) (F516)

This 2-day program will provide senior executives in fire and emergency service organizations with information, perspectives, and tools for taking action to harmonize the diversities within their work and stakeholder communities. The course will be a springboard for forming and launching plans of action. It will break new ground in addressing fire service culture and challenges, and position fire service leadership in a complex yet sometimes difficult society. Finally, the course will help participants mobilize support and identify resources for making a difference. The course is intended to be a "launch pad" for action projects that will be undertaken when participants return to work. Certificates of successful completion will be awarded only upon submission of a completed action plan to the NFA.

Target Audience: This course is directed to senior fire executives (battalion chief or higher). This is consistent with other ESS courses and the resident Executive Fire Officer Program. The curriculum acknowledges the diversity of fire service organizations (paid, volunteer, combination) and therefore is applicable to all fire/emergency services organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Personnel or Human Resource Management, Ethics, Public Administration, Political Science, Sociology, Urban/Regional Planning, or Philosophy.

Executive Skills Series: Managing and Leading Change (ESS:M&LC) (F517)

In this 2-day course, students will be introduced to a four-step model for managing change effectively. These activities include analysis, planning, implementation, and evaluation. The same model will be used to examine the executive role of leading change. A variety of activities and simulations will apply theories to contemporary issues that executive officers experience daily. This course is for senior fire officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).



- Battalion-level officers of IAFC-designated "metro-size" departments.

Selection Priority: Sponsoring organizations should require documentation of rank/functions to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Management.

Fire Prevention for High-Risk Populations: Age and Disability Factors (FPHRP:ADF) (F275)

This new 2-day course will provide an overview of the knowledge, skills, and process required to conduct successful risk reduction efforts among older adult populations and very young children.

This course is designed for students who work in the field of prevention, safety education, and community leadership positions. Students learn to focus on the factors that contribute to high fire incidence with the older adult and very young populations.

Course content includes

- personal beliefs and observations about the aging process;
- developing sensitivities about growing older;
- characteristics and challenges associated with addressing risk among older adult and very young population groups;
- the risk reduction process for older adult populations; and
- fire safety plans/messages targeting high-risk populations based on aging.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- Persons serving on local or State prevention committees.
- Prevention personnel in local organizations.
- Persons teaching safety programs within the community.

- Fire marshals, inspectors, and public educators.
- EMS personnel who coordinate community life-support programs.
- Local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, or Public Administration.

Fire Prevention for First Responders and Small Departments (FPSD) (F271)

(1st in a series of Small Community Fire Prevention courses)

This 2-day inspirational course stresses the awareness, advocacy, and motivational content needed by those who traditionally have been focused on operations (suppression, EMS, etc.) and who seek to learn new, successful approaches appropriate for communities of all sizes, but most especially for America's smaller communities. The course focuses on identifying exciting and highly successful tools and approaches for addressing the total fire protection challenge via lessons learned in other communities, resources available, and the means and value of building partnerships and coalitions. Students will come away empowered to make change and thus build departments that are more effective at serving both customers and members, by learning how to manage the fire prevention function better.

Target Audience: Leaders, both today's and tomorrow's, in the Nation's smaller departments (typically those of less than 25,000 population). This course is open to all interested emergency services personnel including volunteer, career, and allied professionals; the class is intended primarily for those who have served in operations and who seek to learn more effective ways of combating the fire problem.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science or Fire Protection.

Health and Safety Officer-Revised (HSO) (F720)

This 2-day course examines the Health and Safety Officer's role in identifying, evaluating, and implementing policy and procedures that affect health and safety aspects for emergency responders. Risk analysis, wellness, and other occupational safety issues will be the main emphasis of this course.

Target Audience: Individuals who have department-level health and safety responsibilities. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, applicable NFPA and Occupational Safety and Health Administration (OSHA) requirements and recommendations, and responsibility for setting policy for the department on such issues.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Incident Command for Highrise Operations (ICH0) (F321)

This 2-day course is designed to assist emergency response officers who have responsibility for managing highrise incidents. This includes organizing resources, developing strategies, and managing tactical operations to protect life and to minimize damage during an incident. Students attending should have a

- working knowledge of the basic ICS organization;
- working knowledge of strategy and tactics for structural firefighting;
- knowledge of building construction; and
- understanding of the type of building systems existing in highrise buildings.

Target Audience: Anyone who would serve as a company officer/chief officer in communities that have highrise buildings.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Administration, Public Administration, Emergency Medical Services Administration, or Emergency Management.

Incident Command System for Emergency Medical Services (ICS for EMS) (F160)

In this course, students will be introduced to the concepts of EMS-specific incident command through lecture and guided discussion. They will use scenarios, case studies, graphics, audiovisuals and role-play to demonstrate understanding of the concepts.

Target Audience: Emergency response personnel who, as a part of their regular duties, respond to small- to medium-sized emergency medical incidents requiring scene management skills. Students' responsibilities can range from first responder to field operations chief.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Administration.

Incident Command System for Structural Collapse Incidents (ICSSCI) (F322)

This 2-day course is designed to provide fire officers with an understanding of command operations at structural collapse incidents. Students completing this course will be able to:

- describe the aspects of a structural collapse;
- explain basic command procedures and ICS organizational structure;
- identify various resource levels, types, and capabilities used for structural collapse incidents;
- identify critical factors and issues that affect scene management;
- describe all unique operational considerations used at a structural collapse incident;
- describe all response operations phases associated with a structural collapse incident; and
- describe the technical rescue expertise and equipment required for safe operations and effective incident management.

Students attending should understand and be able to apply the ICS concept.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a Unified Command structure at a structural collapse; fire command officers.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Public Administration, Emergency Medical Services Administration, or Emergency Management.

Incident Safety Officer--Revised (ISO) (F719)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within ICS as a Safety Officer is a main theme. Response to all-hazards types of situations will be emphasized.

Target Audience: Individuals who have a Safety Officer responsibility at emergency operation situations. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, building construction principles, hazardous materials management, applicable NFPA guidelines, and Federal regulations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Occupational Health and Safety, Fire Science, or Fire Administration.

Introduction to Unified Command for Multi-Agency and Catastrophic Incidents (IUCMI) (F315)

This course is designed for those officers who would function in a Command or General Staff position during a multiagency operation. Lectures and activities are designed to promote a better understanding of multiagency needs and a Unified Command structure. This course is designed to provide an understanding of the requirements of a Unified Command organization and the skills necessary to operate effectively at complex incidents.

Target Audience:

- Officers who have Command responsibilities.
- Officers who are upwardly mobile and act in the position of a Command Officer.
- Officer, regardless of title, who would function in a Command or General Staff position during a Unified Command operation.
- Those officers who are initially responsible for setting up the Incident Command organization.

ACE Recommendation: ACE has not yet reviewed this course.

Introduction to Wildland/Urban Interface Firefighting for the Structural Company Officer (IWUIFSCO) (F610)

This 2-day course identifies operational activities and safety concerns for structural company officers assigned to a wildland/urban interface incident. Topics covered include introduction to wildland/urban interface firefighting, interface environment, wildland fire behavior, command and control issues of wildland/urban interface firefighting, and tactics.

Target Audience: Company officers or chief officers who may be in command of a single resource or Strike Team at the scene of a wildland/urban interface incident.

ACE Recommendation: ACE has not yet reviewed this course.

Juvenile Firesetter Intervention Specialist I (JFIS I) (F626)

Students will be introduced to NFPA 1034, *Juvenile Firesetter Intervention Specialist I* professional standard. The individual will learn how to conduct an interview with a firesetter and his or her family using prepared forms and guidelines. Based on recommended practice, may determine the need for referral for counseling and/or implement educational intervention strategies to mitigate effects of firesetting behavior.

Target Audience: Individuals who have responsibilities related to juvenile firesetting intervention, interviewing, and prevention. The target audience includes practitioners who interact with children involved in firesetting and/or arson behavior and their families. In addition to the fire service, professionals from myriad fields including mental health, law enforcement, education, counseling services, and social services can benefit from the training.

ACE Recommendation: ACE has not yet reviewed this course.

Juvenile Firesetter Intervention Specialist II (JFIS II) (F627)

Students will be introduced to NFPA 1034, *Juvenile Firesetter Intervention Specialist II* professional standard. The individual will learn how to develop and coordinate a child firesetting intervention program and the activities of a Juvenile Firesetter Intervention Specialist. The course develops skills in interviewing and assessment, program development, implementation, and evaluation.

Target Audience: Individuals who have or will have responsibilities related to the management and/or coordination of a juvenile firesetting intervention program.

ACE Recommendation: ACE has not yet reviewed this course.

Leadership I: Strategies for Company Success (LS I) (F803)

This 2-day course presents the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course includes techniques and approaches to problem-solving, ways to identify and assess the needs of the company officer's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the company officer.

"Excellent class – good direction for today's EFO."

OFF-CAMPUS DIRECT DELIVERY &
ON-CAMPUS STATE WEEKEND

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Leadership II: Strategies for Personal Success (LS II) (F804)

This 2-day course provides the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service environment, and management of the multiple roles of the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.



ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Leadership III: Strategies for Supervisory Success (LS III) (F805)

This 2-day course provides the company officer with the basic leadership skills and tools to perform effectively in the fire service environment. The course covers when and how to delegate to subordinates, assess personal leadership styles through situational leadership, discipline subordinates, and apply coaching/motivating techniques.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, Urban/Regional Planning, Criminal Justice, Emergency Medical Services, or Emergency Management.

Managing in a Changing Environment (MCE) (F604)

This 2-day course is the second of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. Content includes an overview of significant economic, social, political, and technological influences affecting fire service operations. Students will have the opportunity to identify and relate these influences to their personal and professional situations; and to prac-

tice strategies for managing changes resulting from those influences.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Economics, Emergency Medical Services, Emergency Management, Sociology, Management, or Business.

Methods of Enhancing Safety Education (MESE) (F344)

This 2-day course is designed for those who coordinate or assist their organization in public education. The course does not teach people how to deliver safety programs; rather it supports efforts to enhance safety education in their organizations and in their communities. Content is ideal for students from smaller or volunteer organizations who wish to enhance their public education and prevention efforts. Students will outline ideas and plans that they would like to apply when they return home. Students who take this 2-day program will be able to determine if public education is valued in their organizations and in their communities. Course content emphasizes three simple methods for establishing “roots” in public fire and life safety education:

- personal commitment to public education;
- determining and improving the organization's role in public education; and
- enhancing programs through greater community support.

Target Audience:

- Those who serve on local or State prevention or public education committees.
- Fire suppression personnel or volunteer firefighters who coordinate public education.
- Volunteer firefighters who wear many “hats,” including public education.
- EMS personnel who coordinate programs such as basic life support.
- Community volunteers wishing to enhance fire and life safety efforts.
- Local schoolteachers who teach safety topics.
- Citizens who desire a more active role in safety education.
- Community health educators.
- Part-time or full-time public fire educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Administration, Fire Prevention, Fire Science, or Political Science.

Marketing Fire Prevention in Your Community (MFPC) (F273)

(3rd in a series of Small Community Fire Prevention courses)

In this 2-day course students begin developing a marketing plan for fire prevention using resources from the first two courses and those already in place in their communities. Upon completion of this course, students will be able to continue developing, refining, and applying a marketing plan that will outline target hazard risk, identify significant opponents, and present allies who may be available within their community.

Target Audience: Those who seek to learn new approaches to deal more easily with their community's fire and injury challenges, including departmental “leaders,” both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who have served previously in operations (suppression, EMS, etc.), and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

No prerequisites required; however, experience with marketing in the work environment, volunteer opportunities, or training/college courses is suitable and will enhance the training experience. Additionally, those who follow Ben May or use USFA's Marketing Manual or Public Information Education Relations (PIER) manual will find this course valuable.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Marketing, Fire Science, Public Administration, or Emergency Management.

National Fire Incident Reporting System-- Introduction to NFIRS 5.0 (NFIRS 5.0) (F497)

This 2-day course teaches students how to use standardized forms to achieve uniformity in their incident and activity reporting.

This training program is designed specifically to support local fire service organizations, and will assist them in providing data both to their management and to decisionmakers, as well as to their State uniform fire reporting system. At a local level, the NFIRS data can be used to:

- describe a community's fire problem;
- support budget requests;
- improve decisionmaking for allocation of resources;
- assist in planning for future fire protection;
- help identify opportunities for scheduling nonemergency activities;
- evaluate code enforcement programs; and
- identify target audiences for public fire education programs.

Target Audience: New, current, and potential users of a fire department or State uniform reporting system. Members of local or State fire service organizations responsible for documenting incidents and/or incident data collection.

ACE Recommendation: ACE has not reviewed this course.

Preparation for Initial Company Operations (PICO) (F458)

This course is designed for Company Officers (CO's), acting CO's, or senior firefighters responsible for the management of a single fire company at an emergency incident: Those officers who are responsible for company readiness, personnel safety, and leadership as it relates to company operations.

Target Audience: CO's, acting officers, or senior firefighters who command a fire company during emergency operations; those officers who are responsible for maintaining skills and company readiness.

ACE RECOMMENDATION: ACE has not reviewed this course.

Preventing Fire Risk Based on Socioeconomic Factors: Rural and Urban Settings (PFRBSF:RUS) (F276)

This new 2-day course will develop ideas and plans to address the high fire incidence among populations based on socioeconomic factors. Rural and urban settings are taken as samples.

This course is designed for students who work in the field of prevention. Students learn to focus on the socioeconomic factors that contribute to high fire incidence among populations in rural and urban areas. Values, attitudes, and behaviors as well as social and economic characteristics will be evaluated.

Effective change techniques, existing programs, and community collaboration are reviewed to develop effective solutions to community high-risk target groups.

Course content includes

- how socioeconomic factors play a significant role in high incidence of fire, fire deaths, and fire injuries;
- attitudes, values, and behaviors of populations at high risk for fire;
- how poverty and low education levels may explain up to one-third of the variation in fire deaths;
- reaching into neighborhoods to create change for populations that are at high risk for fire; and
- program issues for high-risk groups in rural and urban groups.

Participants take a short multiple-choice exam on key course concepts.

Target Audience:

- Persons serving on local or State prevention committees.
- Prevention personnel in local organizations.
- Persons teaching safety programs within the community.
- Fire marshals, inspectors, and public educators.
- EMS personnel who coordinate community life-support programs.
- Local school teachers or other community safety advocates.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Fire Protection, and Emergency Management.

Prevention and Mitigation Advocacy for Small Department Responders (PMSD) (F272)

(2nd in a series of Small Community Fire Prevention courses)

This 2-day course stresses fire prevention and mitigation awareness, advocacy, and motivation needed by those who traditionally have been focused on response activities. Participants learn about successful prevention-oriented approaches appropriate for

America's smaller communities. The course identifies successful tools, from analysis of the challenges to identification of resources needed to address the total fire protection challenge necessary to bring about change, and how a department's culture of power, influence, negotiation, and coalition building relates.

Target Audience: Those who seek to learn of new approaches to better deal with their community's fire and injury challenges including departmental "leaders," both today's and tomorrow's, operational and administrative, in the Nation's smaller departments.

Open to all interested emergency services personnel, including volunteer, career, and allied professions, the class is intended primarily for those who are serving or who previously served in operations (suppression, EMS, etc.) and who seek to learn about more effective ways of combating the fire problem. Personnel with little or no prevention orientation will benefit significantly.

Prerequisite: Although not mandatory, successful completion of the first in this series, *Fire Prevention for First Responders and Small Departments*, is desirable because of its motivational messages and insights toward creating change.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Technology.

Shaping the Future (STF) (F602)

This 2-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in

the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Management Science.

Strategy and Tactics for Initial Company Operations (STICO) (F455)

This 2-day course is designed to meet the needs of company officers responsible for managing the operations of one or more companies during structural firefighting operations. STICO is designed to develop the management skills needed by company officers to accomplish assigned tactics at structure fires.

Target Audience: Senior firefighters who may at times assume the responsibilities of the company officer (NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, Level II).

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Emergency Medical Services.

Training Operations in Small Departments (TOSD) (F290)

This 2-day course is designed to provide students with some basic tools and skills to coordinate training in a small fire/EMS organization. A training function in a smaller department typically may include conducting training drills and coordinat-

ing training with a nearby larger city or State training function.

Course content includes

- leadership issues in fire service training, such as why and how the local training officer must be a catalyst for change, and personal motivators within the department;
- identifying the legal issues affecting the training function, including an understanding of a standard of care, and the impact of OSHA and NFPA standards;
- safety considerations in training;
- marketing training internally;
- identifying ways to justify training needs;
- resolving training conflicts using appropriate conflict resolution techniques;
- selecting and evaluating training curriculum and materials from outside sources; and
- effective delivery and evaluation of training.

Target Audience:

- Fire and rescue personnel who coordinate training in small departments.
- Volunteer firefighters and officers who instruct in small fire and rescue departments.
- Fire personnel serving on training committees.
- Training officers in volunteer fire departments.

NOTE: Students who have taken NFA's *Challenges for Local Training Officers* through the Volunteer Incentive Program are not encouraged to take NFA's *Training Operations in Small Departments*.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Education, Public Administration, Fire Service, Emergency Medical Services, Management, Human Resource Management, or Vocational/Technical Education.

Distance Delivery Program

The U.S. Fire Administration's National Fire Academy offers a variety of self-study courses through its Distance Delivery Program. Courses are available in CD-ROM format and online through the NETC Virtual Campus. Unless noted in the course description, a Certificate of Training is issued upon successful completion of each program.

Cost: There is no charge for any of the self-study programs.

ONLINE COURSES

The following self-study courses are available through the NETC Virtual Campus at www.training.fema.gov (select "Online Training-NETC Virtual Campus" from the options on the left side of the screen). Students desiring to complete these courses must first enroll in the NETC Virtual Campus.

Upon completion of these courses, any student wishing to obtain an NFA certificate will need to complete the online exam successfully and submit a completed FEMA Form 75-5a General Admissions Application Short Form.

Self-Study Course for Community Safety Educators (Q118)

The *Self-Study Course for Community Safety Educators* is a short, fun, "easy-to-take" Web-based course that focuses on how to do a better job of planning, implementing, and evaluating safety programs in your community. The course teaches you how to network effectively with various people in your organization and within your community to accomplish community life safety goals. The course is designed for all public fire and life safety educators--the new safety educator as well as the experienced educator, the volunteer as well as the career community educator.

The *Self-Study Course for Community Safety Educators* is ideal in helping you "get off the ground." It will assist you with some tips and techniques on a variety of topics such as methods for locating partners to assist

with community education or techniques for locating resources for your safety programs. The program contains easy-to-read text with a variety of thought-provoking questions, activities, illustrations, and even traps to watch for. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Adult Education, General Education, Public Health, or Safety Studies.

EMS Operations at Multi-Casualty Incidents (Q157)

EMS Operations at Multi-Casualty Incidents is a 4-hour Web-based course designed to help EMS providers to respond more effectively when faced with a multiple casualty incident (MCI). The course addresses preparedness planning; the management of the incident; the safe and efficient triage, treatment, and transport of patients; and the de-escalation of the response. The course also includes information on safely and effectively dealing with an MCI resulting from a terrorist attack involving a chemical, biological, radiological, nuclear, or explosive (CBRNE) agent. The course is not intended to provide detailed steps in the care of patients.

ACE Recommendation: This new course has not yet been reviewed by ACE.

Alternative Water Supply: Planning and Implementing Programs (Q217)

This course on alternative water supply is designed to assist fire chiefs, water authorities, public policy officials, and others whose responsibility it is to plan for and implement programs that allow for the use of alternative water sources during structural firefighting operations.

Testing and Evaluation of Water Supplies for Fire Protection (Q218)

This interactive computer-based course in the Fire Prevention: Technical Curriculum not only offers the opportunity to understand the testing and evaluation of water supplies, but also provides reference resources and several printable graph forms. The course covers the following areas: testing and evaluation of available water supplies for water supply systems; on-site storage systems; rural areas not served by a water supply; and determining water supply for automatic sprinklers, standpipe systems, and for fire suppression activities. Also included is a mastery test. The course emphasizes decisionmaking, predictions, and responses by students consistent with the course materials presented. Students can perform and/or reinforce previously learned skills, concepts, and behaviors. The course is interactive, self-paced, and self-directed and combines graphics, text, narration, animation, and video to promote implied learning objectives. The primary audience is fire suppression and training officers and code enforcement officials. This course addresses the professional competency related to Firefighter II for NFPA 1001, Fire Officers for NFPA 1021, Fire Inspector, Plans Examiner for NFPA 1031, and Training Officers for NFPA 1041, related to determining available fire flows for fire protection.

This course will be available in the Spring of 2006.

Fire Service Supervision: Self-Study (Q318)

This 13-hour self-study course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution, and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, 1 semester hour in Personnel or Human Resources Management, Business or Public Administration,

Behavioral Science, Fire Science, Fire Administration, Law Enforcement, or Criminal Justice.

Components of the Incident Command and Control Simulation Series II (Self-Study): Ranch House (Q324)

This simulation depicts a scenario involving a single-story, single-family dwelling, presenting the student with a “room and contents” fire and a basic rescue problem. It is a typical response for fire companies in most communities.

Components of the Incident Command and Control Simulation Series II (Self-Study): Mansion (Q326)

This scenario includes a simulation depicting a fire in a very large, multistory, single-family dwelling and presents the student with a much more complex rescue problem as well as serious fire spread and ventilation issues. Due to the resource intensity of this incident, the student is given a second alarm assignment.

ICS-100, Introduction to ICS for Operational First Responders (Q462)

This course is a Web-based, self-study interactive program, equivalent to NIMS ICS-100. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements. Personnel with sufficient training and skills may take the final examination, one time, without reviewing the course.

ICS-200, Basic All-Hazards NIMS ICS for Operational First Responders (Q463)

This course is a Web-based, self-study interactive program, equivalent to NIMS ICS-100. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements. Personnel with sufficient training and skills may take the final examination, one time, without reviewing the course.

Intermediate All-Hazard NIMS ICS for Expanding Incidents (ICS-300 Part 1, Self Study (Q464))

This course is a Web-based, self-study interactive program that provides a review of the topic areas and main points of ICS-100 and ICS-200. The course includes several scenarios to enhance learning and provide a firm basis for being able to participate successfully in ICS-300 and other intermediate-level ICS/command and control courses.

NOTE: Q465, ICS-300, *Application of Intermediate All-Hazard NIMS ICS for Expanding Incidents*, will be released in Spring 2006. It is a 3-day classroom course.

Advanced All-Hazard NIMS ICS for Command and General Staff, Complex Incidents, and MACS (ICS-400 Part 1, Self-Study (Q466)).

This course is a Web-based, self-study interactive program that provides a review of the topic areas and main points of ICS-100, ICS-200, and ICS-300. The course includes several scenarios to enhance learning and provides a firm basis for being able to participate successfully in ICS-400 and other advanced-level ICS/command and control courses.

NOTE: Q467, ICS-400, *Application of Advanced All-Hazard NIMS ICS for Command and General Staff, Complex Incidents, and MACS*, will be released in Spring 2006. It is a 2½-day classroom course.

National Fire Incident Reporting System 5.0 Self-Study (Q494)

Serving as an introduction to NFIRS 5.0, this self-study provides an overview of the data collection system, its modules, and data conversion issues. NFIRS is the comprehensive method for detailed tracking of fire, emergency, and related incident responses. The information that can be recorded in NFIRS can be used by your emergency services organization to track current workloads, develop response metrics and statistics, and help with current asset management; provide a basis for identifying developing, and implementing new programs

or redirect existing programs; generate and support data that may justify the acquisition of additional resources; and help reduce the needless loss of life and property both in your jurisdiction and throughout the United States.

ACE Recommendation: ACE has not yet reviewed this course.

Emergency Response to Terrorism: Self Study (ERT:SS) (Q534)

This self-paced, interactive course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Students who successfully complete the exam will be eligible for an NFA Certificate of Training.

Target Audience: Fire, emergency medical, Haz Mat, rescue, and law enforcement responders.

ACE Recommendation: ACE has not yet reviewed this course.

Wildland/Urban Interface Fire Operations for the Structural Firefighter Self-Study (Q618)

This 8-hour self-study course provides basic information to enable the structural firefighter to participate in safe and effective operations during a Wildland/Urban Interface incident.

This training program is a joint effort of the National Wildfire Coordinating Group and the National Fire Programs Division of the USFA, designed to identify many of the operational activities and safety concerns for the structural firefighter in the Interface. Course content includes wildland fire behavior, safety issues, and operational assignments.

***“Great learning experience.
Everyone should take NFA courses during
their career.”***

CD-ROM COURSES

The following self-study courses are available on CD-ROM. These programs can be ordered free of charge from the USFA Publications Center at www.usfa.fema.gov/applications/publications. Some programs have limited distribution. You will find this information in the course description if it applies.

Incident Command and Control Simulations Series

This is a series of self-contained CD-ROM computer-based training programs in NFA's Emergency Incident Policy and Analysis curriculum. Beginning with the Tutorial CD, this series provides an overview of ICS, incident priorities, and decisionmaking criteria. The simulation CD's are designed to provide challenges to the newly appointed, inexperienced fire officer and the experienced senior officer alike.

The CD-ROM series was developed as an interactive and self-paced course, designed to serve as a learning tool and promote cue-based decisionmaking. Each program takes approximately 1 hour to complete.

Components of the Series:

1. **Tutorial (2nd Edition):** It is recommended that the student successfully complete this element before progressing on in the program. This CD provides the student with an overview of basic strategy and tactics, and addresses the command skills that officers need to understand and use effectively. (No certificate will be issued for this program.)
2. **Ranch House Fire (2nd Edition) (Q324):** This simulation involves a scenario depicting a single-story, single-family dwelling and presents the student with a "room-and-contents" fire and basic rescue problem.
3. **Townhouse Fire (Q325):** The student is presented with a little more complex fire and rescue problem in this simulation, one that might be found commonly in a townhouse, row house, garden apartment, or condominium.
4. **Mansion Fire (2nd Edition) (Q326):** A simulation depicting a very large, multistory, single-family dwelling presenting fire spread and ventilation issues and a more complex rescue scenario. Due to the resource intensity of this incident, the student is given a second alarm assignment.
5. **Casper Hall Dorm (Q327):** The student is presented with a fire in a six-story college dormitory. This is an occupied building of ordinary construction that presents a severe rescue problem, in addition to some ventilation and confinement challenges.
6. **Strip Mall Hostage/Arson Fire (Q328):** This scenario exposes the student to Unified Command with some unique considerations. Initially it is a police problem, and fire assumes a secondary role. After the situation is stabilized, fire assumes a lead role. Many of the considerations and actions are not encountered in day-to-day operations.
7. **Nursing Home (Q424):** This simulation presents the student with a kitchen fire in a two-story nursing home. There are many occupants in the building, including visitors. A quiz is given before the simulation begins to ensure knowledge of the Policy and Procedure Manual and nursing home and health-care facilities. Incident objectives include safe removal of all occupants and containment/control of fire in the building of origin.
8. **Courthouse (Q425):** This simulation is an explosion contained within the two-story courthouse. It was found that the explosion contained radioactive material, commonly known as a "dirty bomb." There is structural damage with no fire. The incident objectives are safe removal/treatment of occupants and survey for radiation contamination and secondary devices.

Testing/Certification: Each CD-ROM (except the Tutorial) includes a test that the student must complete successfully in order to receive an NFA certificate.

In addition, the fire chief or training officer will develop and sign a roster which includes the student's name, rank, and Social Security number, score and title of program completed, i.e., Ranch House 87 percent and a completed 75-5a, application form for each student on the roster.

This information should be mailed to the NETC Admissions Office:

NETC Office of Admissions
16825 South Seton Avenue
Emmitsburg, MD 21727

Once processed, the student will receive an NFA Certificate of Training for each program successfully completed.

Fire-Safe Building Design for Architects and Designers

This is a self-contained CD-ROM course in NFA's Fire Prevention: Technical Curriculum. It provides an overview of design principles for architects and designers that can be used to prevent and control fires in the built environment, while also providing background in life safety considerations for protecting occupants.

A highly interactive, self-paced, and self-directed package, this course is designed to serve both as a learning tool and as a job aid for new architects and architecture interns. It combines graphics, text, narration, animation, and video to engage the student and to promote implied learning objectives.

Though not targeted at a fire service audience, this course may be made available to fire service personnel working with architects in their communities.

Due to a limited number of CD's available, only requests from architectural designers, architectural students, and fire service personnel who work with architects will be accepted at this time.

NOTE: There is no certificate issued for completion of this program.

Review of Chemistry for Emergency Response

The purpose of this Review of Chemistry for Emergency Response computer-based training course is to provide a review or "refresher" to responders who need to be familiar with the chemistry of hazardous materials. This training may be used as a review of or supplement to the NFA's Chemistry for Emergency Response (CER) (R233) or for similar courses offered elsewhere. The purpose of this training program is not to provide a substitute CER course, nor to provide the CER course in an alternate format. The purpose is to provide a substantive review of the key information pertaining to the chemical families so that responders may keep their knowledge current after having completed CER or a similar course.

Note: There is no certificate issued for the completion of this program.

Wildland Tutorial Self-Study

Developed in partnership with the U.S. Department of Agriculture's (USDA's) Forest Service, this CD-ROM covers ICS 215 and 215A. This course is not part of the Incident Command and Control Simulation Series and a certificate will not be issued upon completion.



ADDITIONAL TRAINING RESOURCES

The following programs also are available from the USFA Publications Center at www.usfa.fema.gov/applications/publications. These programs are classroom-based, instructor-led programs and are not intended to be used as self-study programs. Certificates will not be issued to individuals who complete these programs on their own. Certificates will be issued to those who completed the program in an instructor-led classroom setting.

Principles of Building Construction: Noncombustible (PBC:NC) (H103)

(12 to 16 hours in length)

Principles of Building Construction: Combustible (PBC:C) (H104)

(12 to 16 hours in length)

Both of these handoff courses have been revised completely and formerly were known as *Building Construction for Fire Suppression Forces*, *Principles of Wood and Ordinary Construction* and *Principles of Noncombustible and Fire Resistive Construction*. These courses are designed to provide a basic understanding of how the construction type, alternative design, and materials influence a building's reaction to fire. These courses will provide recognition of relevant information about a building before a fire, as well as fireground "reading" of the building that will provide the ability to assess building stability, resistance to fire, and determine likely paths of fire extension. Both courses address the professional development of a broad range of fire department positions that include firefighters who meet the qualifications for Firefighter III, company-level officers, training officers or instructors, safety officers, and code enforcement personnel.

These courses address the professional competency related to building construction noted in NFPA 1001 for Firefighters, NFPA 1021 for Fire Officers, and NFPA 1031 for Fire Inspectors. The CD contains a complete course package consisting of an

Instructor Guide, Student Manual, examination questions, slides, and videotape in CD computer format. These courses are not intended to be self-study programs, but rather are designed to be delivered in a traditional classroom setting. These courses can be obtained free by contacting the USFA Publications Center at (800) 561-3356.

NOTE: Due to a limited number of CD's available, only department fire chiefs' or training officers' requests will be accepted at this time.

Calling the Mayday: Hands-on Training (H134)

This is an 8-hour DVD hand-off training course. It requires the local authority having jurisdiction, i.e., Training Chief, Fire Chief, State Training Director, State Fire Instructor, to certify that the students have met the psychomotor skills requirement to call a Mayday over their radio system. The firefighter must demonstrate the ability to call Mayday under various emergency situations a firefighter may find himself/herself in. The minimum: being trapped or lost in a room, having something collapse on him/her such as a ceiling, being stuck or caught on something such as wires, and falling through a floor or roof. These conditions must be simulated using props with the firefighter in full PPE, SCBA, and portable radio in a blacked-out face mask. The firefighter must send the Mayday call using whatever method is authorized by the authority having jurisdiction. The Mayday call must be received over the radio system; the firefighter's information must be repeated correctly and acknowledged by the firefighter. The firefighter must perform these skills at the master level, meaning 100 percent correct. The training package includes video, prop diagrams, skill check sheets, sample job performance requirements, master NFA application forms, student roster sheets, and Student Manual and Instructor Guide masters.

NOTE: Due to a limited supply of the DVD's only one per organization can be supplied. The order must be received on department letterhead.

Technical Principles and Practices of Fire Prevention (TPFP) (H284)

(48 hours in length)

This handoff course provides an introduction to fire inspection principles and practices illustrating the complexity of today's building design and systems and their potential impact on life safety, the environment, and property protection. The course provides a broad framework for the individual who has little or no experience in conducting fire inspections. The course helps the new inspector to understand the scope of knowledge required and to identify the various steps in the inspection process.

This is the second handoff course in the series for fire inspectors. The first course, *Introduction to Fire Inspection Principles and Practices*, available from the National Technical Information Service (NTIS), laid the foundation for the inspection process. This course deals with the inspection of specific occupancies, focusing on the critical elements that must be part of a thorough, systematic inspection process for each type of occupancy.

NOTE: It is highly recommended that the first course titled *Introduction to Fire Inspection Principles and Practices* be completed before taking this course. Many of the basic principles covered in that course also will be applied to the various occupancies in this new second course. It is assumed that the student is aware of those principles.

The primary audience is firefighting company personnel who have the responsibility for conducting fire and life safety inspections, personnel who have the responsibility of training firefighters, and full-time inspection personnel with less than 6 months of experience. This course addresses the professional competency related to Fire Inspection Level I noted in NFPA Standard 1031. This course is available free in computer CD format and can be obtained by contacting the USFA Publications Center at (800) 561-3356.

The CD contains a complete course package consisting of an Instructor Guide, Student Manual, examination questions, and all sup-

port material. This course is not intended to be a self-study program, but rather is designed to be delivered in a traditional classroom setting.

NOTE: Due to a limited number of CD's available, only department chiefs', inspectors', or training officers' requests will be accepted at this time.

Emergency Response to Terrorism: Job Aid (ERT:JA)

The Emergency Response to Terrorism: Job Aid (ERT:JA) was designed and produced through a joint partnership of FEMA, USFA, and the Department of Justice/Office of Justice Programs. The document is intended to support, not replace, the training messages of the ERT curriculum. **It is not a training manual, but a "memory jogger" for those who have completed the appropriate level of training.**

The Job Aid is divided into five primary sections that are tabbed and color coded for rapid access of information: Introduction, Operations Considerations, Incident-Specific Actions, Agency-Related Issues, and Glossary.

The ERT: Job Aid is available in formats compatible with Personal Data Assistants (PDA's), handheld computers, and laptop/desktop computers. In these interactive formats, the user can download a report (based on the information entered) after the incident. These formats of the ERT: Job Aid as well as a PDF version can be downloaded from the USFA Web site www.usfa.fema.gov

Degrees at a Distance Program

Increasingly, chief and midlevel officers in fire departments around the country are required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an online degree program sponsored by NFA, which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes.

While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department shift work normally makes classroom attendance difficult.

With all the instruction delivered completely over the Internet, access to your courses is easy and learning is enjoyable. Students engage in online learning activities in which they collaborate with each other, engage in debate and discussion through frequent postings, research related Web sites, and complete projects that are relevant to their own jobs and fire departments.

CORE CURRICULUM

Advanced Fire Administration: An examination of organization and management techniques required in fire service administration.

Analytical Approaches to Public Fire Protection: An introduction to analytical procedures and applications in community fire protection.

Applications of Fire Research: Understanding fire research programs and the implications of research results for fire prevention and protection programs.

Disaster and Fire Defense Planning: The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

Fire Dynamics: Study of the fluid mechanics and thermodynamic principles of fire propagation.

Fire Prevention Organization and Management: An overview of the techniques, procedures, programs, and agencies involved in fire prevention.

Fire Protection Structures and Systems Design: Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior: Human behavior before, during, and after fire and emergency incidents.

Incendiary Fire Analysis and Investigation: A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Managerial Issues in Hazardous Materials: Examines the issues that confront hazardous materials program managers from the planning to the postincident phases.

Personnel Management for the Fire Service: Personnel management procedures and problems in the fire service.

Political and Legal Foundations of Fire Protection: An analysis of the legal aspects of the fire department's role in public safety.

The Community and Fire Threat: The sociological, economic, and political characteristics of communities and their impact on the fire problem.

How to apply: Enrollment and registration information is listed by region.

Cogswell College
1175 Bordeaux
Sunnyvale, CA 94089-1299
1-800-264-7955, ext. 105
FAX: 408-747-0764

Region Served: Arizona, California, Nevada

University of Cincinnati
College of Applied Science
2220 Victory Parkway
Cincinnati, OH 45206
513-556-6583
FAX: 513-556-4856

Region Served: Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin, Florida, Georgia

University of Memphis
University College
Johnson Hall, G-1
Memphis, TN 38152
901-678-2754
FAX: 901-678-4913

Region Served: Alabama, Arkansas, Kentucky, Mississippi, Tennessee, South Carolina, Louisiana

Western Oregon University
Extended Programs
Monmouth, OR 97361
1-800-451-5767, ext. 8697 or
503-838-8483
FAX: 503-838-8473

Region Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland
University College
Undergraduate Programs
3501 University Blvd., East, UC312
Adelphi, MD 20783
1-800-283-6832 or
301-985-7788
FAX: 301-985-4615

Region Served: Delaware, Maryland, New Jersey, North Carolina, District of Columbia, West Virginia, Virginia

Western Illinois University
Non-Traditional Programs
Horrabin Hall 5
Macomb, IL 61445
309-298-1929
FAX: 309-298-2226

Region Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY
Center for Distance Learning
11 West Avenue
Saratoga Springs, NY 12866
1-800-847-3000, ext. 300, or
518-587-2100, ext. 300
FAX: 518-587-2660

Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

Specific enrollment and registration information is available through the college or university in your region.

For **general** program information, individuals may contact

Program Manager
Higher Education Programs
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727
1-800-238-3358, ext. 1127 or
301-447-1127
FAX: 301-447-1005
E-mail: Ed.Kaplan@dhs.gov

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati, Western Illinois University, Western Oregon University, or University of Maryland.

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer (TtT) program provides expanded opportunities for fire service personnel to participate in NFA courses. Model training courses are developed and field-tested nationally through the Academy's off-campus delivery program. During the field-testing period, each course is revised and modified. Upon completion of the course field test and modification phase, selected instructors from State and local fire-service training systems are invited to the Academy to become familiar with the course materials and method of delivery through Train-the-Trainer workshops. Once they finish the workshop, these Academy-trained instructors return to their local jurisdictions with a complete course package and train other instructors, as well as end users. In this way, a cadre of instructors trained to deliver NFA courses exists within the State and local fire training systems.

ELIGIBILITY

Fire service agencies meeting the Training Resources and Data Exchange (TRADE) Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the Military and the Air Force Reserve also are invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at 1-800-238-3358, ext. 1376, or 301-447-1376.

Training Resources and Data Exchange Program

The TRADE program is a regionally based network designed to foster the exchange of fire-related training information and resources among Federal, State, and local levels of government.

TRADE was initiated in 1984 to address the difficulties that State and local fire training systems were experiencing in disseminating quality training pro-

grams effectively. The essential components of the TRADE system are the 10 Regional networks that correspond to the existing Federal Regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among Regions. Regional TRADE co-chairs, one selected from the State fire training systems and the other from the metropolitan fire services in each Region, serve as the points of contact for both intra-regional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the Nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each State or those fire departments that protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue, and emergency medical services training and education needs at the regional level;
- identify and exchange training and education programs and resources within Regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the Region, together with recommendations as to how TRADE can better support Federal, State, and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

Every 2 years all participating members are invited to attend a national TRADE conference, held at NFA, which provides structured opportunities for the exchange of fire-related training and educational materials, as well as peer networking. On alternate years, there is a meeting of the 20 regional TRADE co-chairs. Each regional network meets periodically with its membership for the same purposes.

For further information, contact the TRADE Program Manager at 1-800-238-3358, ext. 1483, or 301-447-1483.

State Fire Service Training Systems

Executive Director
Alabama State Fire College
2501 Phoenix Drive
Tuscaloosa, AL 35405-2847
205-391-3778
FAX: 205-391-3747

Administrator
Fire Service Training
5700 East Tudor Road
Anchorage, AK 99507-1225
907-269-5789
FAX: 907-338-4375

Director of Fire Training
Office of the State Fire Marshal
1110 West Washington, Suite 100
Phoenix, AZ 85007-2935
602-364-1081
FAX: 602-364-1084

Director
Arkansas Fire Academy
SAU-Tech
1000 Carr Road
Camden, AR 71701-1599
870-574-1521
FAX: 870-574-0817

Division Chief
CDF State Fire Training
P.O. Box 944246
Sacramento, CA 94244-2460
916-445-8575
FAX: 916-445-8128

Director of Fire Training
Colorado Division of Fire Safety
700 Kipling Street, Suite 1000
Denver, CO 80215-5865
303-239-4463
FAX: 800-783-9875

Director
Connecticut Fire Academy
34 Perimeter Road
Windsor Locks, CT 06096-1069
860-627-6363 ext. 272
FAX: 860-654-1889

Director
Delaware State Fire School
1461 Chestnut Grove Road
Dover, DE 19904-1545
302-739-4773
FAX: 302-739-6245

Superintendent
Division of State Fire Marshal
Bureau of Fire Standards and Training
Florida State Fire College
11655 Northwest Gainesville Road
Ocala, FL 34482-1486
352-369-2800
FAX: 352-732-1374

Director
Georgia Fire Academy
1000 Indian Springs Drive
Forsyth, GA 31029-9599
478-993-4670
FAX: 478-993-4671

Hawaii State Fire Council
3375 Koapaka Street, Suite H-425
Honolulu, HI 96819-1869
808-831-7771
FAX: 808-831-7777

Program Manager
Idaho Emergency Services Training
650 W. State Street, Room 324
Boise, ID 83720-0095
208-334-3216
FAX: 208-334-2365

Director
University of Illinois
Fire Service Institute Building
11 Gerty Drive
Champaign, IL 61820-7404
217-333-8926
FAX: 217-244-6790

Director
Fire Services
Public Safety Training Institute
302 W. Washington St., Suite 208
Indianapolis, IN 46204-2722
317-232-2447
FAX: 317-233-0497

Bureau Chief
Fire Service Training Bureau
3100 Fire Service Road
Ames, IA 50011-3100
888-469-2374
FAX: 1-800-722-7350

Director Fire Service Training
Division of Continuing Education
University of Kansas
1515 St. Andrews Drive
Lawrence, KS 66047-1625
866-804-8841
FAX: 785-864-5074

Training Coordinator
Kentucky Fire Service Training Program
1500 US 127 Bypass North
Lawrenceburg, KY 40342-9465
888-234-3961
FAX: 502-839-0810

Director
LSU Fire & Emergency Training Institute
Division of Continuing Education
6868 Nicholson Drive
Baton Rouge, LA 70820-5999
225-766-0600
FAX: 225-765-2416

State Fire Administrator
Fire Training & Education
S.M.T.C. Fort Road
South Portland, ME 04106-9678
207-741-5556
FAX: 207-741-5678

Director
Maryland Fire & Rescue Institute
University of Maryland
Bldg. 199
College Park, MD 20742-6811
301-226-9960
FAX: 301-220-0923

Director
Massachusetts Firefighting Academy
State Road, Box 1025
Stow, MA 01775-1500
978-567-3114
FAX: 978-567-3229

Director
Office of Fire Fighter Training
6546 Mercantile Way
P.O. Box 30700
Lansing, MI 48909
517-373-7981
FAX: 517-335-4061

Director
MN State Colleges & University
Fire/EMS/Safety Center Wells Fargo Place
30 7th St. East, Suite 350
St. Paul, MN 55101-7804
651-649-5411
FAX: 651-649-5409

Director
Mississippi Fire Academy
#1 Fire Academy USA
Jackson, MS 39208-9600
601-932-2444
FAX: 601-932-2819

Director
MO Fire & Rescue Training Institute
University of Missouri-Columbia
240 Heinkel Bldg
Columbia, MO 65211-1342
573-882-5968
FAX: 573-882-0678

Director
MSU Fire Services Training School
814 Tower
Missoula, MT 59804-1934
406-544-7063
FAX: 406-771-4317

Training Manager
State Fire Marshal
Training Division
2410 North Wheeler Ave., Suite 112
Grand Island, NE 68801-2358
308-385-6892 or 6893
FAX: 308-385-6890

Superintendent
Fire Training
State Fire Marshal Division
107 Jacobsen Way
Carson City, NV 89711-0001
775-684-7521
FAX: 775-684-7518

Director
NH Division of Fire Standards
NH Fire Academy and Training
33 Hazen Drive
Concord, NH 03305-0002
603-271-6099
FAX: 603-271-1091

Supervisor
Office of Training & Certification
NJ Division of Fire Safety
P.O. Box 809
Trenton, NJ 08625-0809
609-324-8472
FAX: 609-324-8493

Director
NM Firefighters Training Agency
P. O. Box 239
200 Aspen Road
Socorro, NM 87801-3907
505-835-7521
FAX: 505-835-7506

State Fire Administrator
Office of Fire Prevention and Control
NY State Department of State
41 State Street, 12th Floor
Albany, NY 12231-0001
518-474-0050
FAX: 518-474-4765

Senior Deputy Fire Marshal
Office of State Fire Marshal
1202 Mail Service Center
Raleigh, NC 27603-1202
919-661-5880, Ext. 244
FAX: 919-733-9076

Executive Director
North Dakota Firefighter's Association
P.O. Box 6127
Bismark, ND 58506-6127
701-222-2799
FAX: 701-222-2899

Superintendent
Ohio Fire Academy
Division of State Fire Marshal
8895 East Main Street
Reynoldsburg, OH 43068-3340
614-752-7103
FAX: 614-752-7111

Director
Fire Service Training
1723 West Tyler
Oklahoma State University
Stillwater, OK 74078-8041
405-744-5727
FAX: 405-744-7377

Training Division Director
Board of Public Safety
Standards & Training
550 N. Monmouth Avenue
Monmouth, OR 97361-1330
503-378-2332
FAX: 503-378-3306

Administrator
Pennsylvania State Fire Academy
State Fire Commissioner's Office
1150 Riverside Drive
Lewistown, PA 17044-1979
717-248-1115, ext. 107
FAX: 717-248-3580

Director
Rhode Island Fire Academy
Division of Fire Safety
24 Conway Ave., Bldg. 42
Quonset/Davisville Industrial Park
North Kingstown, RI 02852-7531
401-294-0861
FAX: 401-294-1171

Superintendent
South Carolina Fire Academy
141 Monticello Trail
Columbia, SC 29203-9213
803-896-9864
FAX: 803-896-9856

Director
Fire Service Training
118 West Capitol
Pierre, SD 57501-2000
605-773-3562
FAX: 605-773-6631

Director Fire Service Program
TN Fire Service and
Codes Enforcement Academy
2161 Unionville/Deason Road
Bell Buckle, TN 37020-4562
931-294-4102
FAX: 931-294-4121

Director
Emergency Services Training Institute
Texas Engineering Extension Service
Texas A & M University
301 Tarrow
College Station, TX 77840-7896
979-845-7641
FAX: 979-458-3255

Director
Utah Fire & Rescue Academy
Utah Valley State College
3131 Mike Jense Parkway
Provo, UT 84601-8200
801-863-7700
FAX: 801-863-7738

Director
Vermont Fire Service Training Council
317 Santorium, East Wing
Furnace Road
Pittsford, VT 05763-9358
802-483-2755
FAX: 802-483-2464

Director
VA Department of Fire Programs
1005 Technology Park Drive
Glen Allen, VA 23059-4500
804-371-0220
FAX: 804-371-3408

Chief Training Officer
WA State Patrol
P. O. Box 1273
North Bend, WA 98045
425-453-3000
FAX: 425-888-3060

Program Leader
Fire Service Extension
State Fire Training Center
West Virginia University
P. O. Box 6610
Morgantown, WV 26506-6610
304-293-8287
FAX: 304-293-2107

Director
Fire Education & Training
P. O. Box 7874
Madison, WI 53707-7874
608-266-7289
FAX: 608-266-1690

Training Coordinator
Fire Prevention & Electrical Safety
Herschler Building 1W
122 W. 25th Street
Cheyenne, WY 82002-0410
307-777-7288
FAX: 307-777-7119





NATIONAL FIRE ACADEMY SCHEDULE OF COURSES

**OCTOBER 1, 2006 To
SEPTEMBER 30, 2007**

The FEMA Form 75-5 General Admissions Application can be downloaded from the NFA Web site at:
<http://www.usfa.fema.gov/fire-service/nfa/nfa-abt1c.shtm#75-5>

NATIONAL FIRE ACADEMY APPLICATION PERIODS:

The First Semester includes classes scheduled from October 1, 2006 through March 31, 2007.

The Application Period is May 1 to June 30, 2006.

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The Second Semester includes classes scheduled from April 1, 2007 through September 30, 2007.

The Application Period is November 1 to December 31, 2006.

SECOND SEMESTER												
	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
Executive Development Curriculum				1/8-19 1/22-2/2	2/5-16	3/5-16 3/26-4/6	4/30-5/11		6/18-29		8/6-17	
R123 Executive Development												
R125 Executive Leadership	10/9-20						4/16-27	5/21-6/1		7/23-8/3	8/20-31	9/24-10/5
R810 Leadership and Administration (VIP)					2/25-3/2							9/9-14
Management Science Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R107 Fire Service Communication	10/9-20					3/5-16					8/6-17	
R331 Organizational Theory in Practice				1/8-19 1/22-2/2				5/21-6/1		7/23-8/3	8/20-31	
R332 Interpersonal Dynamics in Fire Service Organizations			12/11-22		2/5-16		4/16-27		6/18-29		8/20-31	9/24-10/5
R824 Management Strategies for Success (VIP)		11/5-10			2/25-3/2				6/10-15			
TBD New 6-day pilot*							4/29-5/4		6/17-22			
Emergency Medical Services Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R149 Emergency Medical Services: Management of Community Health Risks			12/11-22	1/22-2/2						7/9-20		
R150 Management of Emergency Medical Services						3/26-4/6		5/21-6/1	6/18-29			9/24-10/5
R151 Advanced Leadership Issues in Emergency Medical Services		11/27-12/8			2/5-16							
R152 Emergency Medical Services: Special Operations				1/8-19		3/5-16	4/16-27				8/20-31	
R154 Advanced Safety Operations and Management	10/1-6 10/22-27					3/18-23						9/16-21
R822 Advanced Safety Operations and Management (VIP)					2/25-3/2				6/10-15			9/9-14

*Visit the USFA Web site at www.usfa.fema.gov for more detailed information on this new 6-day pilot offering of a current 2-week course in this curriculum area. The General Admission Application Form, FEMA Form 75-5, can be downloaded from the USFA Web site at: www.usfa.fema.gov/training/nfa

Additional dates:

National Fallen Firefighters Memorial Service is October 7-8, 2006

R120 Executive Fire Officer Program Symposium is April 13-15, 2007

SECOND SEMESTER

FIRST SEMESTER

Incident Management Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R227 Fire Protection Systems for Incident Commanders	10/1-6 10/22-27											
R304 Command & Control of Fire Department Operations at Multi-Alarm Incidents				1/22-2/2		3/26-4/6					8/20-31	
R306 Executive Analysis of Fire Service Operations in Emergency Management			12/11-22	1/8-19		3/5-16				7/23-8/3	8/6-17	9/24-10/5
R308 Command & Control of Fire Department Operations at Natural & Man-Made Disasters					2/5-16			5/21-6/1				
R314 Command & Control of Fire Department Operations at Target Hazards	10/22-27				2/18-23							9/16-21
R317 Command & General Staff Functions in the Incident Command System	10/1-6	11/12-17				3/18-23						
R821 Command & General Staff Functions in the Incident Command System (VIP)		11/5-10							6/10-15			
R825 Command & Control of Fire Department Operations at Target Hazards (VIP)		11/5-10							6/10-15			
R827 Fire Protection Systems for Incident Commanders (VIP)					2/25-3/2							9/9-14
R831 Command & Control of Incident Operations (VIP)	10/1-6	11/5-10			2/25-3/2				6/10-15			9/9-14
TBD New 6-day pilot*							4/15-20	5/6-11	6/17-22	7/22-27		

*Visit the USFA Web site at www.usfa.fema.gov for more detailed information on this new 6-day pilot offering of a current 2-week course in this curriculum area.

The General Admission Application Form, FEMA Form 75-5, can be downloaded from the USFA Web site at: www.usfa.fema.gov/training/nfa

SECOND SEMESTER												
Planning & Information Management Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R333 Fire Service Financial Management					2/5-16	3/26-4/6				7/23-8/3		
TBD National Fire Incident Reporting System	10/1-6					3/18-23					8/19-24	
R506 Executive Planning	10/9-20			1/22-2/2							8/6-17	
TBD Partnering for Fire Defense & Emergency Services Planning							4/15-20					
TBD New 6-day pilot*												9/16-21
Hazardous Materials Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R229 Hazardous Materials Operating Site Practices			12/11-22					5/21-6/1	6/18-29		8/6-17	
R233 Chemistry for Emergency Response		11/27-12/8				3/5-16	4/30-5/11			7/23-8/3		
R243 Hazardous Materials Incident Management	10/22-27				2/18-23	3/18-23						9/16-21
R247 Advanced Life Support Response to Hazardous Materials Incidents	10/9-20			1/8-19						7/9-20		9/24-10/5
Arson Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R203 Fire Dynamics -- Fire Modeling			12/11-22			3/26-4/6				7/9-20		9/24-10/5
R205 Fire/Arson Investigation	10/9-20	11/27-12/8	12/11-22	1/8-19	2/5-16	3/5-16	4/16-27	5/21-6/1		7/9-20	8/20-31	9/24-10/5
R207 Management for Arson Prevention and Control						3/5-16			6/18-29			
R208 Interviewing-Interrogation Techniques and Courtroom Testimony		11/27-12/8		1/22-2/2		3/26-4/6	4/30-5/11		6/18-29		8/6-17	
R811 Fire Cause Determination for Company Officers (VIP)		11/5-10			2/25-3/2				6/10-15			9/9-14
TBD New 6-day pilot*										7/29-8/3	8/12-17	

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The General Admission Application Form, FEMA Form 75-5, can be downloaded from the USFA Web site at: www.usfa.fema.gov/training/nfa

SECOND SEMESTER

FIRST SEMESTER

Fire Prevention: Management Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R101 Code Management: A Systems Approach		11/27- 12/8	12/11-22									
R225 Management of Fire Prevention Programs				1/22-2/2				5/21-6/1			8/6-17	
R280 Leading Community Risk Reduction		11/27- 12/8	12/11-22	1/8-19	2/5-16					7/23-8/3	8/20-31	9/24-10/5
R309 Strategic Analysis of Community Risk Reduction						3/26-4/6						
R823 Leading Community Fire Prevention (VIP)		11/5-10			2/25-3/2							9/9-14
TBD New 6-day pilot*							4/22-27		6/24-29	7/29-8/3	8/26-31	
Fire Prevention: Technical Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R102 Plans Review for Inspectors				1/22-2/2	2/5-16	3/26-4/6					8/6-17	
R108 Evaluating Performance- Based Designs	10/1-6	11/12-17			2/18-23	3/18-23					8/5-10	
R220 Fire Inspection Principles	10/9-20	11/27- 12-8	12/11-22		2/5-16					7/9-20		9/24-10/5
R222 Principles of Fire Protection: Structures and Systems				1/8-19		3/5-16		5/21-6/1	6/18-29			
TBD Fire & Life Safety Plans Review											8/26-31	
TBD Fire Protection for the Built Environment												9/16-21

*Visit the USFA Web site at www.usfa.fema.gov for more detailed information on this new 6-day pilot offering of a current 2-week course in this curriculum area.

The General Admission Application Form, FEMA Form 75-5, can be downloaded from the USFA Web site at: www.usfa.fema.gov/training/nfa

SECOND SEMESTER

FIRST SEMESTER

Fire Prevention: Public Education Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R116 Presenting Effective Public Education Programs										7/22-27		
R353 Community Education Leadership -- One Week					2/18-23							
R348 Changing American Family at Risk		11/12-17										9/16-21
R359 Discovering the Road to High-Risk Audiences -- One Week						3/18-23						
R362 Developing Fire & Life Safety Strategies											8/19-24	
R628 Juvenile Firesetter Intervention Specialist	10/1-6 10/22-27				2/18-23	3/18-23						
R816 Community Education Leadership (VIP)		11/5-10							6/10-15			9/9-14
R826 Presenting Effective Public Education Programs (VIP)					2/25-3/2							
R828 Juvenile Firesetter Intervention Specialist (VIP)		11/5-10							6/10-15			
Training Programs Curriculum	OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	AUG 2007	SEP 2007
R114 Fire Service Course Design						3/5-16 3/26-4/6				7/9-20		
R342 Training Program Management		11/27-12/8		1/22-2/2			4/30-5/11	5/21-6/1				
R815 Challenges for Local Training Officers (VIP)					2/25-3/2							9/9-14

*Visit the USEFA Web site at www.usfa.fema.gov for more detailed information on this new 6-day pilot offering of a current 2-week course in this curriculum area.

The General Admission Application Form, FEMA Form 7-5-5, can be downloaded from the USEFA Web site at: www.usfa.fema.gov/training/nfa

U.S. Fire Administration Staff Directory

NOTE: All staff can be accessed via email as follows: firstname.lastname@dhs.gov

U.S. Fire Administrator

R. David Paulison, Administrator, U.S. Fire Administration (USFA), Department of Homeland Security. R. David Paulison was appointed U.S. Fire Administrator in December 2001. As head of the USFA, Mr. Paulison also supports State and local fire service programs and oversees programs to reduce life and economic losses due to fire and related emergencies, in partnership with fire protection and emergency service communities. The USFA training components include the National Fire Academy (NFA), the Emergency Management Institute (EMI), and the Noble Training Center (NTC). These schools have trained more than 650,000 first responders since September 11, 2001. Experience: Before joining FEMA, Mr. Paulison, who has 30 years of fire rescue services experience, was Chief of the Miami-Dade Fire Rescue Department. In that position, he oversaw 1,900 personnel with a \$200 million operating budget and a \$70 million capital budget. He also oversaw the county's emergency management office. He began his career as a rescue firefighter and rose through the ranks to rescue lieutenant, Battalion Commander, District Chief of Operations, Division Chief, Assistant Chief, and then deputy director for administration before becoming chief. His emergency management experience includes Hurricane Andrew and the crash of ValuJet Flight 592. A native of Miami, Florida, Mr. Paulison earned a Bachelor of Arts degree from Florida Atlantic University and completed the Program for Senior Executives in State and Local Government at Harvard University's John F. Kennedy School of Government. He received the LeRoy Collins Distinguished Alumni Award and was inducted into the Miami-Dade Community College Hall of Fame. Mr. Paulison was selected as fire chief of the year by Florida in 1993, and holds positions in several professional associations. He is a certified

paramedic and, as fire chief, oversaw the Miami-Dade Urban Search and Rescue Task Force. He is also past president of the International Association of Fire Chiefs (IAFC).

Deputy Administrator

Charlie Dickinson, Deputy Administrator, USFA. Responsible for the oversight of the USFA and the National Emergency Training Center (NETC). Serves as primary advisor to the U.S. Fire Administrator on overall operations and management of USFA. Serves on the USFA management team to lead the Nation's response to its fire-related problems. Experience: Before joining FEMA, Mr. Dickinson, who has 36 years of fire service experience, was chief of the Pittsburgh, Pennsylvania, Bureau of Fire. During his 10-year tenure as chief of the department, he oversaw 900 personnel with large operating and capital budgets. He began his career as a firefighter in the Hayward, California, Fire Department rising through the ranks to Battalion Chief, then a Staff Battalion Chief, a position that included responsibility as the city's Emergency Services Coordinator. In 1986, Mr. Dickinson was appointed as the assistant Chief of Operations in the Pittsburgh Bureau of Fire, serving in that capacity until his appointment as Pittsburgh's Fire Chief. Throughout his career, he has served on numerous committees and boards, both locally and on the national level. These include the International Association of Fire Chiefs (IAFC Metro Division), the National Fire Protection Association (NFPA), liaison for the National Aeronautics and Space Administration (NASA), Fire Fighting Task Force, the National Fallen Firefighter Foundation (NFFF), and as an adjunct instructor at the NFA. He continues to remain active with the IAFC's Metro Division and the NFFF.

USFA Management Staff

Ronald P. Face, Jr. Director, NETC Management, Operations and Support Services Division. Coordinates the management, operation, and maintenance of the NETC, providing administrative, operational, and emergency services in support of program activities and special groups at NETC. Experience: Administrative, planning, and operational skills led to military assignments to Federal emergency management functions in support of the Federal response to tornados, hurricanes, plane crashes, floods, and hazardous materials incidents, as well as security and traffic planning and management in support of two Presidential funerals. Many of the activities led to Presidential recognition. Retired from U.S. Army Military Police in 1978; accepted an appointment to a community Public Safety Department to implement the consolidation of law enforcement and fire service in the community into a combined Public Safety Department operation. Since 1982, has served in positions at the NETC from course development through administrative support functions; has held senior leadership position since 1987. B.S. in Law Enforcement and Corrections.

Alexandra Furr, Division Chief, National Fire Data Center. Manages NFDC personnel, resources, and programs which include data collection and analysis, applied research and technology, and information dissemination. Serves on USFA management team to lead the Nation's response to its fire-related problems.

Dr. Kirby Kiefer, Deputy Superintendent, National Fire Academy (NFA). Responsible for supervision of NFA staff and for implementation of NFA programs and courses. Serves on USFA management team to lead the Nation's response to its fire-related problems. Experience: Intern, Meadville, PA, Fire Department 1972-75; Acting Chief Okaloosa Island Fire District, Florida, 1977-81; Assistant Professor at West Virginia University 1981-88; Fire Service Specialist, Minnesota State Colleges and Universities, 1988-2000. Education: B.A., Geology, Allegheny

College; M.P.A., University of West Florida, 1982; Ed.D., University of Minnesota, 1998. Graduate of Federal Executive Institute, Charlottesville, Virginia.

Cortez Lawrence, Ph.D., J.D., Director, National Fire Programs. Responsible for leading the development and implementation of USFA initiatives; program development, planning, and other USFA activities through the Grants, Response, and Mitigation Branches. Serves on the USFA management team to lead the Nation's responses to its fire-related problems.

Dr. Denis Onieal, Superintendent, National Fire Academy (NFA). Responsible for leadership, management, and implementation of all NFA courses and programs. Serves on USFA management team to lead the Nation's response to its fire-related problems. Experience: Started as firefighter in Jersey City, New Jersey, in 1971. Rose through the ranks to become Deputy Fire Chief in 1991 and Acting Fire Chief in 1995. Assistant Professor in New York University Graduate School of Education since 1991. Authored more than 20 publications on fire-related issues. Education: Ed.D., Education, New York University; M.P.A., Public Administration, Fairleigh Dickinson University; B.Sc., Fire Administration, Jersey City State College. Also a graduate of the Federal Executive Institute in Charlottesville, Virginia.

Hugh E. Wood, Chief, Response Branch, National Fire Programs. Responsible for overseeing branch operations and activities related to the National Response Plan, the National Incident Management System, Critical Infrastructure Protection, Arson, Mitigation, Emergency Incident Policy and Analysis, Hazardous Materials, and Emergency Medical Services programs, products, and service. Interacts with other Federal agencies and State/local partners on fire protection matters. Serves on the USFA management team to lead the Nation's response to its fire-related problems. Experience: 23 years in major fire and rescue department; 5 years as Training Specialist for USFA's Emergency Incident Policy and Analysis Curriculum. Education: A.A.S., Fire Investigation; B.S., Technology and Management; M.A., Human Resource Management.

USFA Staff

Mary Bare, Special assignment to the Director, Management Operations and Support Services Division. Experience: Former volunteer firefighter/EMT; 21 years of Federal service; 10 years with USFA.

Gerry N. Bassett, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Fire Service Training and Public Safety Education curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State and local fire organizations representing DHS and USFA.

Robert Bennett, Field Training Specialist, National Fire Academy. Responsible for managing the national Training Resources and Data Exchange (TRADE) Program, the Regional Delivery Program, and the Endorsement and Enfranchisement Programs. Experience: 32 years with Arlington, Texas, Fire Department; served 14 years as TRADE Region VI Metro Co-chair. Education: B.A., Fire Science; Master Firefighter, Master Instructor, and EMT-1 Certifications from State of Texas.

Louis W. Bloom, Instructional Systems Specialist, National Fire Programs. Responsible for course development and revision for the USFA's Consequence Management Team, Response Branch.

Jo Ann Boyd, Training Technician, National Fire Academy. Responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, the Student Manual Support Program, and for printing of all NFA course materials. Provides support to on- and off-campus programs. Experience: 18 years with USFA/FEMA; A.A., Secretarial Science.

Cathy Broughton, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Emergency Incident and Policy Analysis, Emergency

Medical Services, and Hazardous Materials Curricula within the Response Section.

Charles J. Burkell, Training Specialist, Prevention and Leadership Branch, National Fire Programs. Responsible for the Executive Development curriculum, the Executive Fire Officer Program, the EFOP Applied Research Project process, and the Harvard Fellowship Program. Responsibilities include needs assessment, faculty recruitment and selection, advocacy, program development/delivery, and interactions with national, State, and local fire organizations regarding executive development and leadership. Experience: Career experiences include paid/volunteer fire organizations, EMS management, consultant to public/private organizations, and serving as associate professor in academic settings. Education: Masters of Business Administration.

Kathleen Carter, Program Support Assistant, National Fire Programs. Responsible for a variety of programmatic duties within the Prevention and Leadership Development Branch, including content review and evaluation, graphic arts, and related special assignments. Experience: 1987-present FEMA/USFA. Education: A.A., Psychology.

Laura Chevalier, Program Analyst, National Fire Programs. Responsible for analytical processes associated with budget, procurement, personnel, reporting, and performance measurement. Experience: Graduate of FEMA's CEP and PEP programs; currently pursuing B.S. in Business Administration.

Adele Chiesa, Librarian, National Fire Data Center. Manages the National Emergency Training Center's Learning Resource Center (LRC) and the LRC's Online Card Catalog. Experience: 30 years with USFA. Education: B.A., M.S., Library Science.

Dr. Burton A. Clark, EFO, CFO, Training Specialist, Mitigation Branch, National Fire Programs. Responsible for the Management Science curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training, curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA.

V. Diane Close, Field Training Specialist, National Fire Academy. Program Manager for State Training Assistance, Enfranchisement Program, the Contract Instructor In-Service Training Program, and the National Train-the-Trainer Program. Experience: 25 years with FEMA including 10 years in the NETC Admissions Office.

Trina L. Clever, Instructional Systems Specialist, National Fire Academy. Responsible for distance education initiatives in course development. Experience: Teacher, Pruntytown, West Virginia; Electronic Warfare Signal Analyst, Quality Assurance Specialist, Arms Control Specialist, U.S. Army; Terminology Standardization Specialist, U.S. Air Force. Education: B.S. Elementary Education, Shippensburg University; M.Ed., Adult Education, The Pennsylvania State University; Certificate in Distance Education.

Deb Coshun, Property Management Specialist, NETC Management Operations and Support Services Division. Responsible for all property at NETC and manager of Government-Owned Vehicles.

Don Dahlquist, Computer Specialist, National Fire Data Center. Updates and maintains NFIRS database.

John D'Amico, Facility Support Specialist, NETC Management Operations and Support Services Division. Plans and conducts analytical studies for developing improving and/or coordinating NETC facilities management. Experience: 22 years with the Air Force; 15 years with FEMA/USFA.

Elsie M. Davis, Management Analyst, Office of the Deputy Administrator. Responsible for coordinating, researching, developing, and drafting position papers and briefings for the Deputy Administrator pertinent to special projects, problems, and issues encountered through liaison activities or coordination involving fire service constituencies, Federal, State, and local government officials, and private industry. Experience: 14 years' experience with FEMA as Administrative Specialist and Management Analyst. 21 years of training experience with the U.S. Army as an administrative Non-Commissioned Officer.

Julie A. Davis, Training Delivery Systems Specialist, National Fire Academy. Assists with the coordination of the Simulation Lab and Training Network Activities and the delivery of Web-based training. Experience: 26 years with USFA/FEMA. Education: B.A., Social Welfare.

Andrea Day, Staff Assistant to the U.S. Fire Administrator. Responsible for providing administrative support and coordination to the U.S. Fire Administrator and staff. Experience: Before joining FEMA, worked at the Pentagon for 13 years as a Staff Officer for The Joint Staff, Defense Intelligence Agency, providing intelligence support to the Chairman of Joint Chiefs of Staff. Has 25 years of Federal service, 21½ of which were with the Department of Defense.

Roxane L. Deardorff, Fire Program Specialist, National Fire Programs. Responsible for coordinating and assisting with a variety of planning, implementation, and monitoring of program-related activities for the Prevention and Leadership Development Branch. Experience: 9½ years, Department of the Army; 14 years with FEMA/USFA.

Susan M. (Sue) Downin, Television Producer, Office of the Deputy Administrator. Functions as Executive Producer and Program Manager for the Preparedness NETwork (PREPNET) and Project Management for the Recovery Channel. Experience: 26 years with USFA, 19 of those years as the Executive Producer of PREPNET.

Elizabeth R. Edge, Program Specialist, Office of the Administrator, U.S. Fire Administration. In coordination with the Deputy Fire Administrator, serves as a technical advisor to the U.S. Fire Administrator coordinating the many aspects of the USFA with the Directorates and Offices within FEMA. Assists the Fire Administrator with the conceptualization, development, and evaluation of policies, plans, and operational programs. Experience: 14 years with FEMA as a Program Analyst.

Juliann Frantz, Education and Training Technician, National Fire Programs. Coordinates curriculum and programs, carries out research, and participates

on various committees focused on information technologies and curriculum development. Experience: Training Specialist for the Hazardous Materials and Chemical Stockpile Emergency Preparedness Program at EMI. Education: B.S., Sociology.

Tim Ganley, Fire Program Specialist, National Fire Data Center. Coordinates USFA conference participation, exhibits, and displays; manages FEMA Hotel/Motel Master List, and the Reimbursement for Firefighting on Federal Property program.

Joe Gerbrick, Instructional Systems Specialist, National Fire Programs. Provides course design, and development services in support of the Prevention and Leadership Development Branch programs. Experience: 30 years' combined active military and civilian service with the U.S. Air Force; 4 years with USFA; over 20 years total experience in training and education. Education: B.S., Occupational Education.

Kathy Gerstner, Fire Program Specialist, National Fire Programs. Responsible for management of the public fire education program; develops and coordinates national campaigns, special projects, and publications to address public fire safety and prevention education. Experience: 18 years with FEMA/DHS. Has served as education specialist at EMI in hazardous materials training; course developer at NFA; program specialist with the NFDC; worked in private industry; served as a kindergarten teacher, substitute teacher, and home teacher. Education: B.S. in Early Childhood Education, some work towards Master's degree.

Terry P. Gladhill, Program Analyst, National Fire Academy. Responsible for NFA's financial, budgetary, personnel, and procurement practices. Manages evaluation program for NFA courses. Experience: More than 25 years with USFA.

Joyce E. Glass, Fire Program Specialist, National Fire Academy. Responsible for client services, marketing, conference exhibit and display coordination. Manages editorial and program support contract, preparation of special reports, catalog of courses,

and NFA course schedule. Experience: 17 years with USFA. Education: A.A., Secretarial Science; graduate of FEMA's Professional Excellence Program.

Terry G. Glunt, Training Specialist, National Fire Academy. Serves as the Program Manager for the Volunteer Incentive Program and as the alternate State Weekend Program Manager. Experience: More than 20 years of fire and EMS management experience; previous FEMA Headquarters Safety Manager; USDA, DOD, and private sector Safety Manager. Education: A.A., Liberal Arts.

Maury Grundy, Fire Program Specialist, National Fire Data Center. Manages USFA Web site; program manager for USFA Publications Center. Experience: 1991-present USFA; 1988-1991 General Services Administration. Education: B.A., History.

Karen Haines, Program Analyst, National Fire Data Center. Responsible for analytical processes associated with budget, procurement, personnel, and reporting for the Division. Experience: 1987-Present USFA. Education: A.A., Business Administration; B.S., Accounting.

Linda Hall, Program Support Assistant, NETC Management Operations and Support Services Division. Provides support to the USFA Budget and Accounting Functions.

Jim Heeschen, Statistician, National Fire Data Center. Conducts studies and analysis of aspects of the national fire problem; provides statistical and analytical support to USFA programs.

Colleen Heilig, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Planning and Information Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA. Experience: 30 years' providing emergency services training for fire, EMS, and disaster management organizations. Education: Bachelor of Arts.

Susan M. Hernandez, Instructional Systems Specialist, National Fire Programs. Responsibilities include directing course development and revision activities, guidance to program managers for educational and instructional design planning and concepts, project management for education and training activities that affect training developments, research in advanced technologies and techniques affecting the changing environment of training design and delivery, and evaluation/assessments for ongoing training activities. Experience: Various positions including Education Specialist, FEMA's EMI. Education: B.A., English/History; Certification Secondary Education; Graduate work Educational Psychology.

Sarah Horman, Program Support Assistant. Provides a variety of program and administrative support to the Director and staff of the NETC Management Operations and Support Services Division.

Perry Joy, Buildings Manager, NETC Management Operations and Support Services Division. Conducts facility requirements planning, evaluating present use of patterns in buildings, space, equipment, and projecting future requirement in terms of expanding and upgrading facility systems. Provides oversight for Facility Operations and Maintenance and Support Services at NETC and Noble.

Teressa Kaas, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Deputy Superintendent. Experience: 16 years with USFA.

Edward J. Kaplan, Education Specialist, National Fire Academy. Responsible for the NFA Higher Education Programs including Degrees at a Distance and the Fire and Emergency Services Higher Education (FESHE) network. Experience: More than 26 years with USFA. Education: B.A., History and Government; M.S., Public Administration.

Gayle Kelch, Statistician, National Fire Data Center. Conducts statistical studies relating to aspects of the national fire problem, provides technical, statistical, and analytical support to USFA programs. Experience: 2002-present USFA; 1996-2002 U.S. Census Bureau. Education: B.S., Mathematics; M.S., Statistics.

Pamela L. Kemenyas, Management Analyst, NETC Management Operations and Support Services Division. Responsible for the management and operation of various support services including program/management analysis and personnel management.

Richard Kemenyas, A.V. Production Specialist, National Fire Data Center. Manages the USFA Media Production Center. Responsible for the planning, design, and development of instructional and informational media at NETC. Experience: 1979-present, USFA Media Production Center. Education: B.A., Instructional Systems/Media Technologies.

Phyllis Krietz, Fire Program Specialist, Consequence Management Operations Team, Response Branch, National Fire Programs. Responsible for coordinating and assisting with a wide variety of planning, implementation, and monitoring of program-related activities including Incident Simulation Lab and Training Network, National Interagency Fire Center, Counter-Terrorism, and Emergency Medical Services.

Ken Kuntz, Fire Studies Specialist, National Fire Programs. Responsible for the coordination of the USFA's arson intervention, response, and mitigation program and training initiatives; project officer for the Major Fire Investigations-Technical Report Series project which provides reviews of select/significant incidents to identify salient "lessons learned" to be shared with the fire service and allied groups and organizations within the Intelligent Risk Team, Response Branch.

Meredith L. Lawler, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities and support of NFIRS. Experience: 6 years with FEMA Office of Inspector General; 2 years with DHS Office of Inspector General; 1 year with USFA.

Mary E. Leslie, Assists the Buildings Manager for NETC and the Noble Training Center performing facility management support functions; monitors facility maintenance and operations activities at NETC. Experience: Office manager and admissions assistant. Education: several college-level courses.

Vincent M. Lewis, Fire Program Specialist, Citizen and Community Preparedness Branch, National Fire Programs. Responsible for developing a National Arson Prevention Campaign, Arson Team member, Project Officer for NASFM Cooperative Agreement. Experience: 23 years with the City of Flint, Michigan, Fire Department. Education: B.B.A., Management; M.S.A., Human Resources.

William D. Lewis, Section Chief, Prevention and Leadership Development Section, National Fire Programs. Responsible for managing Section programs, coordinating Hazardous Materials Emergency Preparedness (HMEP) curriculum program management, development of Web-based hazardous materials/WMD operations training program, and coordinating curriculum planning and educational support services for selected programs in the Branch. Education: Master's, Instructional Design; Bachelor's, Sculpture and Math.

Terri A. Little, Program Support Assistant, National Fire Academy. Responsible for coordinating the off-campus Hazardous Materials Grants program and a variety of program and administrative support activities.

Tonya L. Long, Training Technician, National Fire Academy. Provides administrative/programmatic support for a variety of training programs and process-related needs for the programs/activities within the NFA. Responsible for obtaining services, supplies, and other requirements in support of course delivery; annual renewal of the American Council on Education accreditation process; and for the ongoing review and update of the Academy's curriculum management system. Experience: 21 years with FEMA/USFA.

Lisa Makar, Secretary, National Fire Programs. Secretary to the USFA's Response Branch Chief. Duties also include management, coordination and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

Larry Maruskin, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities including residential sprinkler systems and smoke alarms, and campus fire safety initiatives. Education: B.S., Business Administration; M.B.A., Management; Certificate, Mechanical Engineering.

Wanda Mathias, Program Operations Specialist, NETC Management Operations and Support Services Division. Responsible for the control, accountability, utilization for a variety of supply management functions, and the NETC copier room operation.

Marjean Meyer, Fire Program Specialist, National Fire Programs. Manages special projects, such as the design of information and marketing materials for USFA's fire-prevention programs, administration of the interFIREVR Fire Investigation Program, providing technical assistance for fire-prevention awareness initiatives and at national conferences, and conducting various activities that relate to national fire programs and citizen and community preparedness.

Beth Miller, Budget Analyst, NETC Management Operations and Support Services Division. Responsible for the formulation and execution of the USFA budget.

Patty Mogenhan, Secretary. Serves as the secretary/office manager to the Director, NETC Management Operations and Support Services Division, providing senior-level administrative support to the Director. Experience: Administrative professional with more than 20 years with U.S. Navy and Department of Defense, and 3 years with private industry.

Myrna Mood, Field Training Specialist, National Fire Academy. Program Manager responsible for management and coordination of the on-campus State Weekend Program and off-campus Direct Delivery Program. Experience: 35 years of Federal service; completed FEMA's Professional Excellence Program; completed several NFA courses; currently enrolled in FEMA's "Career Builder Express Program."

Robert Murgallis, Training Specialist, Response Branch, National Fire Programs. Responsible for the Emergency Incident and Policy Analysis curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA.

Teresa Neal, Secretary, National Fire Data Center. Responsible for administrative support to the National Fire Data Center Division Director and staff.

Robert A. Neale, Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for Fire Prevention: Technical curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA. Experience: 30 years of experience in municipal and private fire protection. Education: Bachelor of Arts.

Timothy Patrick O'Dowd, Fire Program Specialist, Citizen and Community Preparedness Branch. Manages NFA's Juvenile Firesetter Intervention Specialist Curriculum. Organizes and directs Arson Awareness Week; a national public education campaign held during the first week of May that encourages community involvement. Federal liaison and Project Officer for Fire Corps, the fire and emergency services component of Citizen Corps under the USA Freedom Corps umbrella. Project Officer and technical representative for projects, programs, and training for the Cooperative Agreement with the National Volunteer Fire Council.

Thomas Olshanski, CPM, EFO, Fire Program Specialist. Experience: 22-year career with the City of Madison, Wisconsin, Fire Department. Education: B.S., Engineering, 2 A.A. degrees; Graduate-level national certification in Public Management (CPM); Executive Fire Officer Program Graduate.

Tracy Orndorff, Financial Management Specialist, NETC Management Operations and Support Services Division. Responsible for assisting the Budget Analyst with formulation and execution of USFA budget; reviews and obligates USFA staff travel authorizations; processes payment for staff local travel reimbursements.

Brad Pabody, Fire Program Specialist, National Fire Data Center. Project Officer for National Fire Incident Reporting System (NFIRS) Support Center and supports NFIRS 5.0 maintenance and development. Also responsible for a variety of research activities.

Cheryl Phelan, Secretary, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the management, coordination, and distribution of branch-wide travel, correspondence, calendars, and employee payroll system.

Virginia A. Richards, Program Support Assistant, National Fire Programs. Responsible for providing administrative and programmatic support to the Response Section's Intelligent Risk Management Team. Experience: 28 years of secretarial and administrative experience in various Federal agencies.

Frank Richardson, Ph.D., Training Specialist, Prevention and Leadership Development Branch, National Fire Programs. Responsible for the Fire Prevention Management curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA. Experience: Learning and teaching fire prevention and protection since 1962.

Janice L. Ridenour, Hazardous Materials Emergency Preparedness (HMEP) Assistant, Prevention, Leadership, and Development Section, National Fire Programs. Responsible for development and support for Haz Mat training materials and for HMEP curriculum program activities, including the Guidelines for Public Sector Haz Mat Training, Future Issues Workshops, and HMEP technical assistance services.

Elizabeth A. Riffle, Secretary, Office of the Deputy Administrator, United States Fire Administration, office and correspondence manager for the Deputy Administrator's office. Coordinates activities with the US Fire Administrator's office at FEMA's Headquarters. Experience: 25 years of Federal service in various positions within USFA and NFA.

Rebecca A. Ryan, Fire Program Specialist, National Fire Programs. Responsible for public fire education projects, coordination of national campaigns, and special projects. Administers the PARADE (Prevention Advocacy Resources and Data Exchange) network for America's fire marshals and serves as the Project Officer for the Safe Kids Worldwide for the USFA's Citizen and Community Preparedness Branch. Experience: Over 25 years with USFA/NFA. Education: B.A., Social Studies; M.B.A., Management.

Gordon Sachs, Training Specialist, Response Branch, National Fire Programs. Responsible for the National Response Program, including leadership, marketing, and advocacy regarding course content and criteria; and interactions with national, State, and local fire organizations representing DHS and USFA. Experience: 25 years' fire service experience including over 10 years as Chief Officer. Education: B.S., Education; Masters in Public Administration; Executive Fire Officer Program graduate.

Beverly K. Shockey, Accounting Technician, NETC Management Operations and Support Services Division. Obligates funds for credit card purchases. Enters vendor contract invoices and vouchers into IFMIS for disbursement. Closeout of files for expired period of performance.

Esther F. Slemmer, Program Support Assistant, National Fire Data Center. Responsible for providing administrative support and technical assistance for the Division, which includes the USFA Web site and customer assistance with on-line applications. Experience: 1992-present USFA; prior administrative background. Education: A.A.S., Computer Operations; completed FEMA's Career Enhancement Program.

Merril Sollenberger, Program Support Assistant, NETC Management Operations and Support Services Division. Coordinates special groups, visitors, and events at NETC. Experience: 15 years with USFA. Education: B.A., Psychology.

Stan Stewart, Information Technology Specialist, National Fire Data Center. NFIRS Program Manager, primary action officer for implementation, maintenance, support, and enhancement of NFIRS 5.0.

Woody Stratton, Fire Management Specialist, National Fire Programs. Responsible for Master Planning and associated areas including fire prevention, risk management and arson mitigation initiatives; conducts special studies and projects; supports program and curriculum development; and provides support to national, State, and local fire organizations.

Barry Thoma, Safety and Security Specialist, NETC Management Operations and Support Services Division. Responsible for all safety, occupational health, and security matters; representing the NETC interfaces with other DHS and professional organizations, Federal and State government entities, and private sector.

Susan Topper, Program Analyst, NETC Management Operations and Support Services Division. Responsible for program and management analysis, personnel-related issues, training, Freedom of Information Act, privacy act issues, records management, forms management, EP&R and NETC directives, Federal Regulations, and Congressional reports.

Bill Troup, Fire Program Specialist, National Fire Data Center. Responsible for a variety of research activities with emphasis on firefighter health and safety, including firefighter fitness/wellness, emergency vehicle safety, and firefighting technology. Experience: More than 20 years of emergency services experience; 15 years with USFA. Education: M.B.A., B.S., Business Administration, numerous national and State-level fire and EMS professional certificates.

Darlyn N. Vestal, Admissions Specialist, NETC Management Operations and Support Services Division. Interprets policies and establishes procedures for the NETC Admissions Office and NTC housing staff; serves as technical representative on the Admissions system; liaison between the Admissions Office and EMI, NFA, and NFP staff, serves as Project Officer for off-campus student housing at NETC and NTC, and monitors the admissions and student support functions under the facility support contract at NETC and NTC.

Lori Welch, Program Support Assistant, National Fire Academy. Responsible for providing support to NFA's Grants and the administrative and programmatic support to on- and off-campus programs.

Clarence E. "Smiley" White, Jr., Program Analyst, NETC Management Operations and Support Services Division. Coordinates admissions and student services for EMI and NFA, coordinates computer support services, analyzes student data, and develops regular and special reports.

Mark Whitney, Fire Program Specialist, National Fire Data Center. Responsible for annual firefighter fatality study; responds to data and information requests; NFDC liaison to the NFA. Experience: USFA/NFPA U.S. Fire Service Needs Assessment Project Officer (2002 and 2006). USFA Interoperability Team. Field deployments on approximately 10 Presidentially declared disasters, including FEMA's first Branch Chief for Technical Services, National Response Team (White). White House-based Scientific Assessment and Strategy Team. White House-based Interagency Floodplain Management Review Committee; long-time proponent of a universal map reference system, the U.S. National Grid. FEMA-HQ 10 years Federal Insurance Administration and Mitigation programs working Geographic Information System (GIS) initiatives (Project Impact/ESRI Know Your Risks); 8-year lead for EMI's Digital Hazards Data Course. Education: B.S. Geography, University of Utah Center for Technological and Natural Hazards; U.S. Army Military Police Corps, 1979-1982.

Douglas R. Williams, Training Specialist, Response Branch, National Fire Programs. Responsible for the Arson Mitigation curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interactions with national, State, and local fire organizations representing DHS and USFA.

Mary Wingert, Secretary, National Fire Programs. Secretary to the USFA's Citizen and Community Preparedness Branch Chief. Responsibilities include management, coordination, and distribution of branch-wide correspondence, calendars, and employee payroll system. Serves as lead branch point-of-contact for all USFA offices, as well as the general public.

Cynthia S. Wivell, CPS/CAP, Secretary, Office of the Superintendent, National Fire Academy. Responsible for providing senior-level administrative support to the Superintendent and the NFA Board of Visitors. Experience: 24 years of Federal service. Education: A.A. degree.

Lee Wren, Secretary, Office of Response Section Chief, National Fire Programs. Responsibilities include management, coordination, and distribution of branch-wide travel, correspondence, calendars, and employee payroll system.

Wayne E. Yoder, Training Specialist, Response Branch, National Fire Programs. Responsible for the Hazardous Materials curriculum needs assessment; faculty recruitment and selection; leadership, marketing, and advocacy regarding course deliveries, content, and criteria; development of training curriculum; and interaction with national, State, and local fire organizations representing DHS and USFA.

U.S. DEPARTMENT OF HOMELAND SECURITY
FEDERAL EMERGENCY MANAGEMENT AGENCY
GENERAL ADMISSIONS APPLICATION

See Reverse for
Privacy Act Statement

O.M.B. No. 1660-0007
Expires February 28, 2007

SECTION I - GENERAL INFORMATION

1. U.S. Citizen ☐ YES ☐ NO If No, City and Country of Birth: _____

2. NAME (Last, First, Middle Initial, Suffix)

3. SOCIAL SECURITY NO.

4. MAILING ADDRESS (Street, avenue, road no., city or town, state, and zip code)

5. WORK PHONE NO. ()

6. HOME PHONE NO. ()

7. FAX NO. ()

8. E-MAIL ADDRESS:

9a. ENTER COURSE CODE AND TITLE: (If you wish to apply for more than one course, please attach a sheet of paper to this application)

9b. COURSE LOCATION

9c. DATES REQUESTED (Please give three choices)

10. COMPLETE THE ITEM BELOW REGARDING THE PRE-REQUISITES OF THE COURSE FOR WHICH YOU ARE APPLYING

INSTITUTION

DEGREE/CERTIFICATE

DATE EARNED

COURSE/FIELD OF STUDY

11. DO YOU HAVE ANY DISABILITIES (Including special allergies or medical disabilities) WHICH WOULD REQUIRE SPECIAL ASSISTANCE DURING YOUR ATTENDANCE AT NETC or MWEOC? NO ☐ YES ☐ (If yes, describe & indicate any special assistance required on a separate sheet)

SECTION II - EMPLOYMENT INFORMATION AND AUTHORIZATION

12a. NAME AND COMPLETE ADDRESS OF ORGANIZATION BEING REPRESENTED

12b. NFIRS #
(NFA STUDENTS
ONLY)

13. CURRENT POSITION AND NUMBER
OF YEARS IN POSITION

14. CHECK THE BOX(ES) BELOW THAT BEST DESCRIBE YOUR ORGANIZATION

14a. JURISDICTION

1. ☐ STATEWIDE

4. ☐ SPECIAL DISTRICT/TOWNSHIP/
TRIBAL NATION

7. ☐ FOREIGN

2. ☐ COUNTY GOVERNMENT

5. ☐ FEDERAL/MILITARY (non-DHS)

8. ☐ DHS/FEMA

3. ☐ CITY/TOWN/VILLAGE

6. ☐ INDUSTRY/BUSINESS

9. ☐ NDER/TMA

14b. ORGANIZATION

1. ☐ ALL CAREER

2. ☐ ALL VOLUNTEER

3. ☐ COMBINATION

15. CURRENT STATUS

1. ☐ PAID FULL TIME

2. ☐ PAID PART TIME

3. ☐ VOLUNTEER

4. ☐ DISASTER RESERVIST

16. Briefly describe your activities/responsibilities as they relate to the course for which you are applying and identify how you will use the information obtained from the course. Attach an organizational chart for the organization being represented, indicate your position. If you need more space, please attach a sheet to this application.

17. CHECK ONE BOX IN EACH COLUMN THAT BEST DESCRIBES YOUR PRESENT PRIMARY RESPONSIBILITY AND TYPE OF EXPERIENCE AS IT RELATES TO THE COURSE FOR WHICH YOU ARE APPLYING. ALSO ENTER THE NUMBER OF YEARS OF EXPERIENCE.

17a. PRIMARY RESPONSIBILITY

1. ☐ MANAGEMENT

2. ☐ TRAINING/EDUCATION

3. ☐ SCIENTIFIC/ENGINEERING

4. ☐ INVESTIGATION

5. ☐ FIRE PREVENTION

6. ☐ FIRE SUPPRESSION

7. ☐ PROGRAM/ACTIVITY

8. ☐ HEALTH

9. ☐ PUBLIC WORKS

10. ☐ DISASTER RESPONSE/RECOVERY

11. ☐ EMERGENCY MEDICAL SERVICES

12. ☐ HAZARD MITIGATION

13. ☐ EMERGENCY PREPAREDNESS

14. ☐ OTHER (Specify)

17b. TYPE OF EXPERIENCE

1. ☐ INCIDENT COMMAND

2. ☐ ADMINISTRATION/STAFF SUPPORT

3. ☐ SUPERVISION

4. ☐ BUDGET/PLANNING

5. ☐ PROGRAM DEVELOPMENT/DELIVERY

6. ☐ COORDINATION/LIAISON

7. ☐ PUBLIC EDUCATION

8. ☐ CODE DEVELOPMENT

9. ☐ CODE ENFORCEMENT/INSPECTION

10. ☐ SUPPORT SERVICES

11. ☐ RESEARCH AND DEVELOPMENT

12. ☐ ARSON

13. ☐ LAW ENFORCEMENT

14. ☐ DESIGN AND PLANNING

15. ☐ OTHER (Specify)

17c. NUMBER OF YEARS OF EXPERIENCE

17d. SIZE OF DEPARTMENT

18. DATE OF BIRTH (Mo. Day, Yr.)

19. SEX

☐ Male ☐ Female

20a. ETHNICITY

1. ☐ HISPANIC or LATINO

2. ☐ NOT HISPANIC or LATINO

20b. RACE (Please check all that apply)

1. ☐ AMERICAN INDIAN or ALASKA NATIVE 2. ☐ ASIAN 3. ☐ BLACK or AFRICAN AMERICAN

4. ☐ WHITE 5. ☐ NATIVE HAWAIIAN or PACIFIC ISLANDER

SECTION III - ENDORSEMENT AND CERTIFICATION

21a. I certify that the information recorded on this application is correct. Falsification of information will result in denial of a course certificate and stipend (18 U.S.C. 1001).

21b. I hereby authorize the release of any and all information concerning my enrollment in this course to the chief officer in charge, or designee, of my organization. All requests for information shall be in writing from said chief officer or designee.

21c. Further, I understand that, National Emergency Training Center (NETC), the Mt. Weather Emergency Operations Center (MWEOC), and the Noble Training Center (NTC) are not authorized to provide medical or health insurance for students. I maintain appropriate insurance on an individual basis.

21d. I agree to abide by the rules, policies, and regulations of NETC, MWEOC and NTC. Failure to do so will result in denial of the student stipend, expulsion from the course, and possible barring from future National Fire Academy (NFA) and Emergency Management Institute (EMI) courses.

SIGNATURE OF APPLICANT

DATE

22. APPROVAL BY THE HEAD OF THE SPONSORING ORGANIZATION:

"By signing this application, I certify that my organization does not discriminate on the basis of age, sex, race, color, religious belief, national origin, economic status, or disability in providing educational opportunities for its employees."

22a. SIGNATURE

22b. PRINTED NAME AND TITLE

23. Additional endorsements for application to the Emergency Management Institute:

23a. SIGNATURE AND DATE (State Office)

23b. SIGNATURE AND DATE (FEMA Regional Office)

24a. FOR NFA REGIONAL DELIVERY COURSES AND COURSES DELIVERED AT EMMITSBURG, MD. SUBMIT APPLICATION TO:

NATIONAL EMERGENCY TRAINING CENTER
OFFICE OF ADMISSIONS, BLDG. 1 216
16825 SOUTH SETON AVENUE
EMMITSBURG, MD. 21727

24b. FOR EMI COURSES DELIVERED AT NETC, MWEOC, OR NTC SUBMIT APPLICATION THROUGH THE APPROPRIATE STATE EMERGENCY MANAGEMENT COORDINATOR OR FEMA REGIONAL TRAINING MANAGER TO NETC.

24c. FOR FIELD PROGRAM COURSES, SUBMIT APPLICATION TO APPROPRIATE SPONSOR.

25. DISPOSITION

☐ ACCEPTED

☐ REJECTED

SIGNATURE OF REVIEWER

DATE

EQUAL OPPORTUNITY STATEMENT

NFA and EMI are Equal Opportunity institutions. They do not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in their admissions and student-related procedures. Both schools make every effort to ensure equitable representation of minorities and women in their student bodies. Qualified minority and women candidates are encouraged to apply for all courses.

PRIVACY ACT STATEMENT

GENERAL - This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), Title 5 United States Code (U.S.C.) Section 552a, for individuals applying for admission to NFA or EMI.

AUTHORITY - Federal Fire Prevention and Control Act of 1974, as amended, Title 15 U.S.C., Sections 2201 et seq.; Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended, Title 42 U.S.C., Sections 5121 et seq.; Title 44 U.S.C., Section 3101; Executive Orders 12127, 12148, and 9397; Title VI of the Civil Rights Act of 1976; and Section 504 of the Rehabilitation Act of 1973.

PURPOSES: To determine eligibility for participation in NFA and EMI courses. Information such as age, sex, and ancestral heritage are used for statistical purposes only.

USES: Information may be released to: 1) FEMA staff to analyze application and enrollment patterns for specific courses, and to respond to student inquiries; 2) a physician to provide medical assistance to students who become ill or are injured during courses; 3) Members of the Boards of Visitors for the purpose of evaluating programmatic statistics; 4) sponsoring states, local officials, or state agencies to update/evaluate statistics of NFA and EMI participants; 5) Members of Congress seeking first party information; and 6) Agency training program contractors and computer centers performing administrative functions.

EFFECTS OF NONDISCLOSURE - Personal information is provided on a volunteer basis. Failure to provide information on this form, however, may result in a delay in processing your application and/or certifying completion of the course.

Information Regarding Disclosure of Your Social Security Number Under PL 93-579, Section 7(b) - E.O. 9397 authorizes the collection of the SSN. The SSN is necessary because of the large number of individuals who have identical names and birthdates and whose identities can only be distinguished by the SSN. The SSN is used for record-keeping purposes, i.e., to ensure that your academic record is maintained accurately. Disclosure of the SSN is voluntary. However, if you do not provide your SSN, another number will be substituted, which will delay processing of your application or course certificate.

PAPERWORK BURDEN DISCLOSURE NOTICE

Public reporting burden for this form is estimated to average 9 minutes per response. The burden estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the needed data, and completing and submitting the form. You are not required to respond to this collection of information unless a valid OMB control number is displayed in the upper right corner of this form. Send comments regarding the accuracy of the burden estimate and any suggestions for reducing the burden to: Information Collections Management, U. S. Department of Homeland Security, Federal Emergency Management Agency 500 C Street, SW, Washington, DC 20472. **NOTE: Do not send your completed form to this address.** Please return it to the appropriate address shown in block 24.